CALL TO ORDER
Approval of Minutes

REPORTS AND ANNOUNCEMENTS

• Jeff Young, Faculty Senate President
• Sabah Randhawa, University President
• Brent Carbajal, Provost and Vice President for Academic Affairs
• Rich Brown, UFWW President
• Roger Anderson, Faculty Legislative Representative
• Adah Barenburg, Associated Students Senate Pro Tempore

ACTION ITEM

• Revision of ACC Policy on Credits Hours (amended by ACC on 2/18) (see Exhibits A-D)
  o Curriculum proposals impacted by revision of the ACC Policy on Credit Hours

REVIEW OF STANDING COMMITTEE MINUTES (Exhibit E)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Planning and Resources</td>
<td>12/4/2019</td>
<td>Western on the Peninsulas supplemental budget request; Libraries print periodical and subscription resources</td>
</tr>
<tr>
<td>Resources Council (UPRC)</td>
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<tr>
<td>Academic Coordinating Commission</td>
<td>1/7/2020</td>
<td>Action item: policy on repeatability; review of curriculum minutes; items from the floor; approved on 2/10; CUE Literacies Clusters Report</td>
</tr>
<tr>
<td>(ACC)</td>
<td></td>
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<tr>
<td></td>
<td>1/21/2020</td>
<td>Review of curriculum minutes; action item: accreditation step in Curriculog new programs form; action item: moratorium policy</td>
</tr>
</tbody>
</table>

ITEMS FROM THE FLOOR

ADJOURNMENT
ACC Policy on Credit Hours
Approved by ACC on May 23, 2017
November 26, 2019
Amended by ACC on February 18, 2020

Policy:
[1] The Academic Coordinating Commission (ACC) of Western Washington University is responsible, among other things, for ensuring that every approved course at Western is assigned an appropriate number of credit hours.

[2] Western Washington University defines measures units of student work in terms of an academic credit hours as a unit of student work. A single credit hour at Western equals approximately three hours of work each week over the course of a 10-week quarter, thus equaling a total of approximately 30 hours of work for any given credit hour in any given course, whatever the actual calendar length of the course. [3] Western’s definition of a credit hour is in full accordance and compliance with the definition provided in the Washington Administrative Code (WAC), as well as the Credit Hour Policy of the Northwest Commission on Colleges and Universities. For the WAC definition, see WAC 250-61-050 (19).

[4] Variations on the standard calculation of a credit hour. There are several categories of courses that may be approved for academic credit at Western in instances when the course includes less than 10 hours of direct instruction per credit hour per course. The ACC Western also approves variations on the typical calculation of a credit
for correspondence courses, online courses, study abroad courses, thesis-writing courses, independent studies, independent research, practicums, and internships, as long as provided that the department can demonstrate that the course is in compliance with the requirement that the total unit of work per single credit hour equals approximately 30 hours per course. There are several categories of courses approved for academic credit at Western in which a given course sometimes has less than one hour of direct instruction per credit hour per week (over a 10-week period), which is to say less than 10 hours of direct instruction per credit hour per course. These currently include, but are not limited to, correspondence courses, online courses, study abroad courses, research seminars, independent study courses, thesis-writing courses, and internships.

Every new course proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course including the proposed course schedule or duration and frequency of classroom sessions and other forms of direct instruction. A revised course, for which the similar documentation is required for course revisions that includes a change in credit hours, or a significant change in course content, or a change in modality, including a change from direct to online instruction, a change from online to direct instruction, or a change from campus instruction to study abroad, must also be approved by the ACC. When a revised course is proposed for approval, the proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course. In most cases, attaching a syllabus, with a weekly schedule of required work, attached to the proposal for a new or revised course, will provide a sufficiently detailed account. For each proposed credit hour, the proposals must account for approximately thirty hours of work.

This policy replaces Section 1.2 and Appendix 1 in the ACC Handbook.
CALL TO ORDER: *ACC Chair* Sheila Webb called the meeting to order at 4:03 pm, welcoming a total of 14 attendees (roster attached). ACC minutes of 29 October 2019 and 12 November 2019 were approved as written.

**REVIEW OF CURRICULUM MINUTES**

<table>
<thead>
<tr>
<th>#</th>
<th>Committee</th>
<th>Date</th>
<th>Actions</th>
<th>Prepared by</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Information items</td>
<td>11/26/2019</td>
<td>ENVS 397L ACCEPTED&lt;sup&gt;1&lt;/sup&gt;</td>
<td>L. Ramhorst</td>
</tr>
<tr>
<td>14</td>
<td>Temporary courses</td>
<td>11/26/2019</td>
<td>MACS 297 withdrawn by Program</td>
<td>L. Ramhorst</td>
</tr>
<tr>
<td>14</td>
<td>Committee on Undergraduate Education</td>
<td>5/30/2019</td>
<td>POSTPONED (see Literacies Clusters Report action item below)</td>
<td>L. Ramhorst</td>
</tr>
<tr>
<td>15</td>
<td>Committee on Undergraduate Education</td>
<td>10/17/2019</td>
<td>ACCEPTED with exception of REL 341&lt;sup&gt;2&lt;/sup&gt;</td>
<td>L. Ramhorst</td>
</tr>
<tr>
<td>16</td>
<td>Teacher Curricula and Certification Council (TCCC)</td>
<td>10/29/2019</td>
<td>ACCEPTED with exception of SEC 411&lt;sup&gt;3&lt;/sup&gt;</td>
<td>S. Leonard</td>
</tr>
<tr>
<td>17</td>
<td>College of Science and Engineering (CSE) CC</td>
<td>11/18/2019</td>
<td>ACCEPTED with comment&lt;sup&gt;4&lt;/sup&gt; and exception of Biology program admission policy revisions&lt;sup&gt;5&lt;/sup&gt;</td>
<td>J. Caplan-Auerbach</td>
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<tr>
<td>18</td>
<td>Graduate Council</td>
<td>11/5/2019</td>
<td>ACCEPTED</td>
<td>D. Patterson</td>
</tr>
<tr>
<td>19</td>
<td>Graduate Council</td>
<td>11/12/2019</td>
<td>ACCEPTED</td>
<td>D. Patterson</td>
</tr>
<tr>
<td>20</td>
<td>Fairhaven College CC</td>
<td>11/12/2019</td>
<td>ACCEPTED</td>
<td>S. Baker</td>
</tr>
</tbody>
</table>

<sup>1</sup> ENVS 397L approved by Executive Committee due to time sensitivity after instructor provided all information requested by ACC on November 12<sup>th</sup>.  
<sup>2</sup> REL 341: Proposed as five-credit course to be offered on Tuesday/Thursday block schedule. Consideration postponed until the ACC has finished considering revision of the Credit Hour Policy.  
<sup>3</sup> ANTH 455: Commissioners requested clarified rationale, observing that current rationale is circular and does not make clear what has changed in course or why SEC 410 was previously a prerequisite.  
<sup>4</sup> Commissioners requested more information about the rationale for including temporary courses in Biology program electives and were told that the department wishes to include a note stating that temporary courses may be acceptable electives with advisory approval in order to ensure that students do not overlook these courses.  
<sup>5</sup> Consideration of Biology - Revision of Department/Program and Biology Minor - Program Revision were postponed in advance of the meeting until December 3<sup>rd</sup> in order to facilitate the possibility of substantive discussion of significant proposed changes to department admission policies.

**ACTION ITEMS**

**Revision of ACC Policy on Credit Hours:** Commissioners resumed discussion of proposed revisions to the ACC Policy on Credit Hours Policy, reviewing updated draft language specifying that no more than 20% of contact hours may be satisfied through arranged time outside of scheduled classroom hours.

A motion to revise the ACC Policy on Credit Hours was forwarded by Doug Clark and seconded.

A motion to amend the proposed revision by striking the phrase, “In current practice,” from paragraph three (forwarded by Brooke Love and seconded) passed by unanimous consent.

A motion to amend paragraph four by adding independent research and practicums to the list of course types to which this paragraph might apply passed by unanimous consent.

By unanimous vote, commissioners voted to approve amended revisions to the ACC Policy on Credits Hours as follows:

Prepared by Lizzy Ramhorst
ACC Policy on Credit Hours
Approved by ACC on May 23, 2017
November 26, 2019

2016-17 Academic Coordinating Commission
Western Washington University

Policy:

[1] The Academic Coordinating Commission (ACC) of Western Washington University is responsible, among other things, for ensuring that every approved course at Western is assigned an appropriate number of credit hours.

[2] Western Washington University defines measures units of student work in terms of academic credit hours as a unit of student work. A single credit hour at Western equals approximately three hours of work each week over the course of a 10-week quarter, thus equating a total of approximately 30 hours of work for any given credit hour in any given course, whatever the actual calendar length of the course. [3] Western’s definition of a credit hour is in full accordance and compliance with the definition provided in the Washington Administrative Code (WAC), as well as the “Credit Hour Policy” of the Northwest Commission on Colleges and Universities. For the WAC definition, see WAC 250-61-050 (49).

[43] The standard calculation of a credit hour. At Western, a credit hour is typically based on the calculation of either (a) one hour of direct instruction (as, for example, in a lecture, seminar, or discussion) and two additional hours of additional work per week outside of class, or (b) two hours of direct instruction (as, for example, in laboratory, studio, rehearsal, or field work) and one additional hour of additional work per week outside of class. In the case of both (a) and (b) cases, the faculty member and students meet synchronously during direct instruction. In current practice, an hour of direct instruction at Western equals approximately 50 minutes. Standard courses that meet for less than 48 minutes of direct instruction per credit hour are not in compliance with the policy. A maximum of one hour arranged (totaling not more than 20% of credit hours) that is documented in Classfinder and the syllabus may contribute to the weekly direct instruction total. Within the parameters outlined here, the schedule of class meeting times is at the discretion of individual faculty members and their respective departments and programs, as long as the total unit of work per single credit hour equals approximately 30 hours per course.

[54] Variations on the standard calculation of a credit hour. There are several categories of courses that may be approved for academic credit at Western in instances when the course includes less than 10 hours of direct instruction per credit hour per course. The ACC Western also approves variations on the typical calculation of a credit hour for correspondence courses, online courses, study abroad courses, thesis-writing courses, independent studies, independent research, practicums, and internships, as long as provided that the department can demonstrate that the course is in compliance with the requirement that the total unit of work per single credit hour equals approximately 30 hours per course. There are several categories of courses approved for academic credit at Western in which a given course sometimes has less than one hour of direct instruction per credit hour per week (over a 10-week period), which is to say less than 10 hours of direct instruction per credit hour per course. These currently include, but are not limited to, correspondence courses, online courses, study abroad courses, research seminars, independent study courses, thesis-writing courses, and internships.

[65] Every new course proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course including the proposed course schedule or duration and frequency of classroom sessions and other forms of direct instruction. A revised course, for which the Similar documentation is required for course revisions that includes a change in credit hours, or a significant change in course content, or a change in modality, including a change from direct to online instruction, a change from online to direct instruction, or a change from campus instruction to study abroad, must also be approved by the ACC. When a revised course is proposed for approval, the proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course. In most cases, attaching a syllabus, with a weekly schedule
of required work, attached to the proposals for a new or revised course will provide a sufficiently detailed account. For each proposed credit hour, the proposals must account for approximately thirty hours of work.

[7] This policy replaces Section 1.2 and Appendix 1 in the ACC Handbook.

Draft resolution regarding Credit Hours, Classroom Space, and Block Schedule: ACC Chair Sheila Webb stated that faculty feedback on revision of the ACC Policy on Credit Hours has revealed the extent to which the ACC’s current work lies at an inflection point of curriculum planning and resource issues that lie beyond the Commission’s purview and presented a resolution drafted by the ACC Executive Committee for the purpose of informing faculty about some of the relevant issues and proposing a means of response via possible revision of the block schedule. Commissioners expressed desire to postpone consideration of the draft resolution until December 3rd.

Registrar David Brunnemer sought to provide additional information regarding classroom scheduling pressure points that have emerged in recent years, stating that classroom shortages primarily occur between the hours of 10 a.m. and 2 p.m.

CUE Literacies Clusters Report: CUE Chair Donna Qualley presented a report from the Committee on Undergraduate Education recommending revisions to presentation of the general education program via reduction of the existing 11 competencies into 6 “Literacies Clusters.” CUE’s report was forwarded as an appendix to CUE minutes of May 30, 2019 and November 17, 2019 and constitutes the committee’s response to a January 2018 charge from the ACC.

Commissioners sought information regarding the implications of voting to adopt the CUE’s recommendations. Steve VanderStaay, Vice Provost for Undergraduate Education, stated that the proposed Literacies Clusters effectively propose new student learning outcomes for assessment of the GUR program. Qualley stated that existing GUR courses would not need to re-propose existing GUR courses but said that GUR instructors would be encouraged to include information about the Literacies Clusters in their syllabi to help demonstrate the purpose of the GUR program.

Commissioners expressed desire to communicate with constituents in advance of approving the CUE’s report and agreed that the report would be sent to all Deans and Chairs for comment in advance of the ACC’s vote on adoption of the CUE Literacies Clusters Report. Commissioners Alex Egner volunteered to help prepare a synopsis of the report to send to faculty, and Webb stated that she would meet with Qualley and Egner to prepare communication to be sent to Deans and Chairs. The ACC will take up consideration of the CUE Literacies Clusters Report on January 7th.

Meeting adjourned at 5:36 pm.
# Academic Coordinating Commission – Roster 2019-20

<table>
<thead>
<tr>
<th>VOTING ATTENDEES</th>
<th>NON-VOTING ATTENDEES</th>
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<tbody>
<tr>
<td><strong>Faculty</strong></td>
<td><strong>Advisory, non-voting</strong></td>
</tr>
<tr>
<td>1 Sheila Webb, ACC Chair</td>
<td>P 17 David Brunner, Registrar</td>
</tr>
<tr>
<td>2 Doug Clark</td>
<td>A ~ Geology P 18 Jamie Lawson, Catalog Coordinator</td>
</tr>
<tr>
<td>3 Paul Chen</td>
<td>B ~ Political Science P 19 Lizzy Ramhorst, Parliamentarian</td>
</tr>
<tr>
<td>4 Joan Hoffman</td>
<td>C ~ MCL --</td>
</tr>
<tr>
<td>5 Alex Egner</td>
<td>D ~ Design P 20 Vacant, FY Records Manager</td>
</tr>
<tr>
<td>6 Phil Thompson</td>
<td>E ~ Economics P</td>
</tr>
<tr>
<td>7 John Bower</td>
<td>F ~ Fairhaven --</td>
</tr>
<tr>
<td>8 Brooke Love</td>
<td>G ~ Environmental Sciences P 22 Donna Qualley, CUE Chair</td>
</tr>
<tr>
<td>9 TBD</td>
<td>H ~ Woodring --</td>
</tr>
<tr>
<td>10 Michael Taylor</td>
<td>I ~ Wilson Library --</td>
</tr>
<tr>
<td>11 Vacant</td>
<td>Senator --</td>
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**Voting Ex Officio (total of one vote)**

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>12 Brent Carbajal, Provost and VP for Academic Affairs</td>
</tr>
<tr>
<td>13 Steven VanderStaay, Vice Provost for Undergrad Ed</td>
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</tbody>
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<table>
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<tr>
<th>Guests</th>
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</thead>
<tbody>
<tr>
<td>21 Jackie Caplan-Auerbach, Assoc. Dean, CSE</td>
</tr>
<tr>
<td>22 Donna Qualley, CUE Chair</td>
</tr>
<tr>
<td>23 Shelli Soto, Assoc. VP for Enrollment Mgmt</td>
</tr>
</tbody>
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<tr>
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</thead>
<tbody>
<tr>
<td>14 Adah Barenburg, AS Senate Pro Tempore</td>
</tr>
<tr>
<td>15 TBD, AS appointee, Student Senator</td>
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<tr>
<td>16 TBD, AS appointee, Student Senator</td>
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<table>
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<tr>
<th>Voting members in attendance</th>
<th>Non-voting attendees</th>
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<tr>
<td>8</td>
<td>6</td>
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**TOTAL** | 14 |
ACC statement regarding proposed revision of the Policy on Credit Hours

The most critical goal of the proposed credit hour policy is facilitating and simplifying alignment of Western’s policy and its scheduling practices.

For the last decade, accreditors have been subject to increased pressure and scrutiny from the U.S. Department of Education when it comes to their evaluation of credit assignation, and during the last seven-year accreditation cycle, Western was told that the institution’s policy did not align with its practices.

In 2017, the Academic Coordinating Commission sought to address concerns by revising the Policy on Credit Hours with an eye toward aligning the policy with institutional practices.

The 2017 policy raised new problems and concerns without fully alleviating those that occasioned it. Because the policy and associated guidance state that “an hour of direct instruction at Western equals approximately 50 minutes,” while allowing for a degree of flexibility in the scheduling of individual courses to accommodate 5-credit courses scheduled on a Tuesday/Thursday block schedule, there is effectively a different standard for the scheduling of individual courses and those of departments as a whole. Some departments are vulnerable to being seen by auditors as failing to comply with the new policy, and individual courses can simultaneously be proposed to comply with the letter of the policy on an individual basis while contributing to and exacerbating overall non-compliance by pulling departmental averages farther from the “approximately 50 minutes” standard. Deans and chairs assert that the lack of clarity in the policy makes it unenforceable insofar as the standard for judging individual courses is not supportive of holistic compliance.

The proposed credit hour policy is designed to fix this by establishing a hard minimum of scheduled instruction, as well as delineated procedures for courses that otherwise cannot meet that minimum while observing block scheduling practices.

It is essential to acknowledge the practical side of curricular issues, and the ACC’s current work is impacted by resource considerations that extend beyond the Commission’s purview. To address these factors, the ACC also passed a resolution that acknowledges many of the relevant pressure points and seeks a means of obtaining information that will facilitate the ability of faculty to evaluate and advocate for potential changes to the block schedule without simply authorizing change that may later be found to lead to unintended consequences. We are committed to faculty having an essential role, so as a first step, the Registrar has offered to perform an audit, using 25Live to assess how the block schedule and classroom space intersect. This would provide more information as we ascertain, for example, whether 5-credit T/Th classes could be scheduled in two 2.5-hour blocks. The arranged fifth hour proposed in the policy currently under consideration may not seem ideal to some faculty, but at the moment, it reaffirms past practice and also provides an interim solution that allows these classes to be taught as we explore space constraints as they relate to the block schedule.
ACC Policy on Credit Hours: Digest of relevant excerpts from minutes, 2017-2019

Excerpted from ACC minutes of 7 March 2017:

DISCUSSION ITEM

Credit Hours and Course Scheduling: The definition of credit hours that is currently articulated in Appendix 1 of the ACC Handbook is as follows:

“Credit hours are assigned to a class based on the amount and type of work expected from a typical student in class. Classes will be assigned one credit for each hour of classroom discussion or lecture, and one credit for every two hours of laboratory or studio practice/rehearsal involving some preparation or reporting. Classes using different formats for at least part of the course will be assigned credit for amounts and types of work equivalent to those described above. When such a component is proposed, the type and amount of work involved must be described in detail. In particular, the activity for which credit is assigned must be structure and occur at regular or periodic intervals throughout the course; faculty must supervise and evaluate students’ work in this activity.”

ACC’s current definition contains internal inconsistencies and can be interpreted to foreclose scheduling possibilities that are otherwise allowable under the definition set out by the Washington Administrative Code (WAC250-61-050). As such, commissioners initiated discussion of the appropriateness of the ACC’s definition of credit hour and the desirability of revising this definition to allow departments increased scheduling flexibility in alignment with the WAC definition and common practices at other institutions.

Kimberly Lynn, Liberal Studies Chair, and Kevin Leonard, History Chair, visited ACC to advocate for the position that it is as appropriate to schedule five-credit classes on Tuesdays and Thursdays in 110-minute blocks as it is to schedule such courses in 80-minute blocks that meet Monday, Wednesday, and Friday. Lynn noted that the choice of schedule block does not impact the expectation that students in 5-credit courses do 15 hours of coursework each week and stated that departments with many reading and writing intensive courses expect 680 minutes of outside prep for courses that meet on Tuesday and Thursday in comparison to the 660 minutes of prep that is expected of students in courses that meet on Monday, Wednesday, and Friday. Leonard observed that lack of clarity in the current definition has led to inconsistent scheduling practices, with some departments being asked to incorporate an extra hour of classroom time into their five-credit course schedules, while others have not been required to do so.

Steve VanderStaay, Vice Provost for Undergraduate Education, stated that it is important for accreditation purposes that Western schedule classes in alignment with its own rule. While some departments currently meet ACC’s requirement by including an hour of class time to be arranged and articulating this hour in the course’s syllabus, other departments appear to be in non-compliance with the ACC’s own definition. Such situations might be simplified and resolved through revision of the ACC Handbook. To this end, ACC Chair Seán Murphy introduced draft language intended to address the discussed issues. Draft language was presented as follows:

[1] The Academic Coordinating Commission (ACC) of Western Washington University is responsible, among other things, for ensuring that every approved course at Western is assigned an appropriate number of credit hours.

[2] Western Washington University defines an academic credit hour as a unit of student work. A single credit hour at Western equals approximately three hours of work each week over the course of a 10-week quarter, thus equaling a total of approximately 30 hours of work for any given credit hour in any given course, whatever the actual length of the course.

[3] Western’s definition of a credit hour is in full accordance with the definition provided in the Washington Administrative Code (WAC), as well as the requirements of the Northwest Commission on Colleges and Universities. For the WAC definition, see WAC 250-61-050 (19):
“Credit” means the unit by which an institution measures its course work. The number of credits assigned to a course is generally defined by the number of hours per week in class and preparation and the number of weeks in a term. One credit is usually assigned for three hours of student work per week or its equivalent. The three hours of student work per week is usually comprised of a combination of one hour of lecture and two of homework or three hours of laboratory. Semester and quarter credits are the most common systems of measuring course work. A semester credit is generally based on at least a fifteen week calendar or 45 hours of student work. A quarter credit is generally based on at least a ten week calendar or 30 hours of student work.

[4] At Western, a credit hour is typically based on the calculation of either (a) one hour of class time (where an hour equals no more than 50 minutes and no less than 44 minutes) and two hours of work outside of class, or (b) two hours (where two hours equal no more than 110 minutes and no less than 100 minutes) of laboratory or studio work or rehearsal and one hour of work outside of class.

[5] Western also approves other variations on the typical calculation of a credit hour, as long as the total unit of work per single credit hour equals approximately three hours. Variations at Western include courses with no class time at all, as when a course is approved for teaching online or through correspondence, as well as courses in which there is less than one hour of class time per credit hour. The latter currently include, but are not limited to, “hybrid” courses, study abroad courses, research seminars, writing-intensive courses, independent study courses, and thesis-writing courses.

[6] When a new or revised course is proposed for approval, the proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course. Thus, for each proposed credit hour, the proposal must account for approximately thirty hours of work.

[7] To ensure that ACC exercises responsible oversight of the curriculum, including the assignment of an appropriate number of credit hours, a course currently approved for teaching face to face at Western’s campus must be approved as a revised course when an academic department or program proposes to teach the course in an online, hybrid, or study-abroad version.

[8] This policy replaces Section 1.2 and Appendix 1 in the ACC Handbook.

Commissioners discussed whether the proposed draft language was likely to be sufficient to address current and anticipatable issues that arise in relationship to the issue of course scheduling and credit hour determinations. Commissioners suggested that it might be desirable to include examples of appropriate work in paragraph 5 and asked whether specification of a minimum number of contact hours per credit was necessary, expressing concern that failure to include such a guideline might lead to an erosion of faculty accountability and a proliferation of student work expectations outside of class.

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Excerpted from ACC minutes of 28 March 2017:

REPORTS AND ANNOUNCEMENTS

Seán Murphy, ACC Chair:
• … stated that a draft of a credit hours policy will be discussed at ACC’s next meeting.

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Excerpted from ACC minutes of 11 April 2017:

DISCUSSION ITEMS

ACC Policy on Credit Hours: ACC Chair Seán Murphy presented a revised draft policy on credit hours (Appendix A). It was clarified that, going forward, course modality changes will require ACC approval. Commissioners agreed to discuss this draft policy with their constituents and were asked to forward
motions with any suggested revisions in advance of ACC’s next meeting. ACC is expected to take action on this policy during spring quarter.

Appendix A:
Draft ACC Policy on Credit Hours
2016-17 Academic Coordinating Commission
Western Washington University

Policy:

[1] The Academic Coordinating Commission (ACC) of Western Washington University is responsible, among other things, for ensuring that every approved course at Western is assigned an appropriate number of credit hours.

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[3] Western’s definition of a credit hour is in full accordance with the definition provided in the Washington Administrative Code (WAC), as well as the requirements “Credit Hour Policy” of the Northwest Commission on Colleges and Universities. For the WAC definition, see WAC 250-61-050 (19):

“Credit” means the unit by which an institution measures its course work. The number of credit assigned to a course is generally defined by the number of hours per week in class and preparation and the number of weeks in a term. One credit is usually assigned for three hours of student work per week or its equivalent. The three hours of student work per week is usually comprised of a combination of one hour of lecture and two of homework or three hours of laboratory. Semester and quarter credits are the most common systems of measuring course work. A semester credit is generally based on at least a fifteen week calendar or 45 hours of student work. A quarter credit is generally based on at least a ten week calendar or 30 hours of student work.

[4] At Western, a credit hour is typically based on the calculation of either (a) one hour of class time (where an hour equals no more than 50 minutes and no less than 44 minutes) and two hours of work outside of class per week, or (b) two hours of laboratory or studio work or rehearsal (where two hours equals no more than 110 minutes and no less than 100 minutes) of laboratory or studio work or rehearsal and one hour of work outside of class per week. Within the parameters outlined here, the schedule of class meeting times is at the discretion of individual faculty members and their respective departments and programs, as long as the total unit of work per single credit hour equals approximately 30 hours per course.

[5] Western also approves variations on the typical calculation of a credit hour, as long as the total unit of work per single credit hour equals approximately three hours 30 hours per course. Variations at Western include courses with no class time at all, as when a course is approved for teaching online or through correspondence, as well as courses in which there is less than one hour of class time per credit hour per week (over a 10-week period), which is to say less than 10 hours of class time per credit hour per course. The latter currently include, but are not limited to, correspondence courses, online courses, “hybrid” courses, study abroad courses, research seminars, writing-intensive courses, independent study courses, and thesis-writing courses.

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[8] This policy replaces Section 1.2 and Appendix 1 in the ACC Handbook.

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**Excerpted from ACC minutes of 25 April 2017:**

**REPORTS AND ANNOUNCEMENTS**

Seán Murphy, *ACC Chair:*

- The ACC Executive Committee has received considerable feedback on the draft credit hour policy that ACC last discussed on April 11th and is in the process of making further revisions and drafting a rationale. Additional comments or constituent feedback can be sent to Sean. ACC will discuss the proposed credit hour policy again on May 9th.

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**Excerpted from Faculty Senate minutes of 1 May 2017:**

**REVIEW OF STANDING COMMITTEE MINUTES**

While reviewing standing committee minutes, Senators observed the importance of providing direction for standing committees when discussion of specific topic and questions is desired for the purpose of furthering the work of faculty governance and the Faculty Senate as an organization. Links were observed between discussions occurring in the Senate Extended Education Committee and questions that could be addressed in the future by the Academic Technology Committee. Senators also asked questions about and sought clarification of ACC’s draft policy on credit hours, a discussion item in Academic Coordinating Commission minutes of 11 April 2017. *ACC Chair* Sean Murphy stated that, if approved, ACC’s Credit Hours policy would require modality changes to be reviewed through curriculum committees prior to coming to ACC. Current practices vary from college to college. Senators inquired about the frequency of reapproval required for courses taught with variable modalities and were told that such courses would not need to be reapproved every quarter after having been approved for teaching with all relevant modalities.

Senators voted unanimously in favor of a **motion** (forwarded by Kristen Denham and seconded) to **approve** Senate Library Committee (SLC) minutes of 25 January 2017; Senate Extended Education Committee (SEEC) minutes of 28 February 2017 and 4 April 2017; University Planning & Resources Council (UPRC) minutes of 15 February 2017, 1 March 2017, and 12 April 2017; Academic Technology Committee (ATC) minutes of 2 March 2017; Academic Coordinating Commission (ACC) minutes of 28 March 2017 and 11 April 2017; and Social Justice and Equity Committee (SJEC) minutes of 4 April 2017.

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**Excerpted from ACC minutes of 9 May 2017:**

**ACTION ITEM**

**ACC Policy on Credit Hours and Rationale:** ACC Chair Seán Murphy presented a revised policy on credit hours as well as a revised rationale for the policy. Murphy incorporated feedback from a number of...
departments into the policy. Murphy reported that Steve VanderStaay, Vice Provost of Undergraduate Education, conducted a review of credit hour policies from other institutions and found that the revised ACC policy on credit hours is in line with what other institutions have.

Commissioners discussed defining how many minutes of direct contact equal a credit hour. Murphy met with Registrar David Brunnemer in order to discuss variation in scheduling practices and discovered that the majority of direct contact for a credit hour is between 48 to 50 minutes; however, the range is from 44 to 60 minutes. The Registrar’s Office recommends providing students with 10 minutes of time at the end of each scheduled section for students to get to their next class. Commissioners agreed that exceptions to the standard should be transparent. ACC will continue discussion of this topic at its meeting of May 23.

A motion to approve (forwarded by Sheila Webb and seconded) the ACC rationale for a revised policy on credit hours passed. The language of the rationale is as follows:

**ACC Rationale for a revised Policy on Credit Hours**

The current ACC policy on the credit hour (ACC Handbook, Section 1.2 and Appendix 1) is (a) internally inconsistent; (b) less flexible, in some cases, than current State and Federal regulations; (c) inconsistent, in some cases, with current, and long-standing Department scheduling practices; and, consequently, (d) applicable in potentially inconsistent and inequitable ways.

In writing a new policy, the ACC has the following objectives:

1. a policy that is in full compliance with state and federal regulations, and the requirements of the NWCCU;
2. a policy that is systematic, consistent, and equitable in its written form and its practical application;
3. a policy that is consistent with current, sometimes long-standing, course scheduling practices;
4. a policy that allows flexibility in current and future scheduling practices;
5. a policy that, through (4), serves student interests, facilitating course selection and, thereby, decreasing time to degree;
6. a policy that assures university oversight of credit hours for all courses, including courses using teaching modes other than direct, face to face instruction on Western’s campus.

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**Excerpted from ACC minutes of 23 May 2017:**

**ACTION ITEMS**

**ACC Policy on Credit Hours:** ACC Chair Seán Murphy presented a revised policy on credit hours (see [ACC minutes of 9 May 2017](#) for approved rationale). ACC discussed the results of a Qualtrics survey completed by Commissioners regarding how many minutes of direct contact is equal to one credit hour. Registrar David Brunnemer noted that the Credit Hour Policy and schedule can be decoupled if necessary.

A motion to define the standard calculation of a credit hour in section four of the Draft ACC Policy on Credit Hours document as “in current practice an hour of direct instruction at Western equals approximately 50 minutes” (forwarded by Sheila Webb and seconded) passed unanimously.

A Commissioner raised a concern that paragraph six of the DRAFT ACC Policy on Credit Hours articulates that ACC will review courses that have changed modality and suggested that this topic merits a larger university-wide discussion. ACC Chair Seán Murphy noted that this paragraph specifically addresses the need to account for credit hours when changing modality.
Commissioners voted in favor of a motion (forwarded by Phil Thompson and seconded) to approve the ACC Policy on Credit Hours as amended with eight in favor and one opposed. The language of the policy is as follows:

**ACC Policy on Credit Hours:**

[1] The Academic Coordinating Commission (ACC) of Western Washington University is responsible, among other things, for ensuring that every approved course at Western is assigned an appropriate number of credit hours.

[2] Western Washington University defines an academic credit hour as a unit of student work. A single credit hour at Western equals approximately three hours of work each week over the course of a 10-week quarter, thus equaling a total of approximately 30 hours of work for any given credit hour in any given course, whatever the actual calendar length of the course.

[3] Western’s definition of a credit hour is in full accordance with the definition provided in the Washington Administrative Code (WAC), as well as the “Credit Hour Policy” of the Northwest Commission on Colleges and Universities. For the WAC definition, see WAC 250-61-050 (19).

[4] **The standard calculation of a credit hour.** At Western, a credit hour is typically based on the calculation of either (a) one hour of direct instruction (as, for example, in a lecture, seminar, or discussion) and two hours of additional work per week, or (b) two hours of direct instruction (as, for example, in laboratory, studio, rehearsal, or field work) and one hour of additional work per week. In the case of both (a) and (b), the faculty member and students meet synchronously. In current practice an hour of direct instruction at Western equals approximately 50 minutes. Within the parameters outlined here, the schedule of class meeting times is at the discretion of individual faculty members and their respective departments and programs, as long as the total unit of work per single credit hour equals approximately 30 hours per course.

[5] **Variations on the standard calculation of a credit hour.** Western also approves variations on the typical calculation of a credit hour, as long as the total unit of work per single credit hour equals approximately 30 hours per course. There are several categories of courses approved for academic credit at Western in which a given course sometimes has less than one hour of direct instruction per credit hour per week (over a 10-week period), which is to say less than 10 hours of direct instruction per credit hour per course. These currently include, but are not limited to, correspondence courses, online courses, study abroad courses, research seminars, independent study courses, thesis-writing courses, and internships.

[6] When a new course is proposed for approval, the proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course. A revised course, for which the revision includes a change in credit hours or a significant change in course content or a change in modality, including a change from direct to online instruction, a change from online to direct instruction, or a change from campus instruction to study abroad, must also be approved by the ACC. When a revised course is proposed for approval, the proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course. In most cases, a syllabus, with a weekly schedule of required work, attached to the proposal for a new or revised course provides a sufficiently detailed account. For each proposed credit hour, the proposal must account for approximately 30 hours of work.

[7] This policy replaces Section 1.2 and Appendix 1 in the ACC Handbook.

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Excerpted from ACC minutes of 10 October 2017:

**REPORTS AND ANNOUNCEMENTS**
Seán Murphy, *ACC Chair*.

- Notified Commissioners that Faculty Senate expects to review the ACC Policy on Credit Hours at its October 16th meeting. ACC approved the Policy on Credit Hours at its meeting of 23 May 2017. The rationale for the policy was approved separately at ACC’s meeting of 9 May 2017.

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**Excerpted from Faculty Senate minutes of 16 October 2017:**

**REVIEW OF STANDING COMMITTEE MINUTES**

Senators reviewed Academic Coordinating Commission (ACC) minutes of 23 May 2017 and sought clarification regarding footnote two pertaining to Committee on Undergraduate Education (CUE) minutes of 11 May 2017. Senators noted that the Faculty Senate’s motion of 3 April 2017 referring general education recommendations back to ACC and its standing committees was not intended to exclusively constrain the future work of ACC and its standing committees to the parameters defined by ACC’s report, though the report will presumably guide future work. Senators also discussed a motion to approve a new *ACC Policy on Credit Hours* contained within the minutes. A **motion to accept** Academic Coordinating Commission (ACC) minutes of 23 May 2017 (forwarded by Craig Dunn and seconded) **passed** by unanimous consent. The new Policy on Credit Hours will take effect immediately (see Appendix B).

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**Excerpted from ACC minutes of 24 October 2017:**

**REPORTS AND ANNOUNCEMENTS**

Seán Murphy, *ACC Chair*.

- The ACC Policy on Credit Hours contained within ACC minutes of 23 May 2017 was accepted by the Faculty Senate (see Senate minutes of 16 October 2017) and is now in effect. ACC Chair Seán Murphy will notify curriculum committee chairs and department chairs about the revised policy with a request to forward this information to faculty in their college.

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**Excerpted from ACC minutes of 21 November 2017:**

**REPORTS AND ANNOUNCEMENTS**

Seán Murphy, *ACC Chair*.

- Questions have arisen in relation to paragraph 4 of the new Credit Hour Policy about college and departmental discretion with regard to course scheduling and the point at which ACC review becomes necessary. ACC will schedule time to discuss guidance on this topic at its next meeting.

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**Excerpted from ACC minutes of 6 February 2018:**

**DISCUSSION ITEM**

**ACC Guidance Regarding Credit Hour Policy and Course Scheduling:** *ACC Chair* Seán Murphy presented draft guidance clarifying paragraph four of the *ACC Policy on Credit Hours*. ACC members discussed questions raised by department chairs regarding the credit hour policy. Noble Solana-Walkingshaw, *Associated Students*, stated that most students expect 10 minutes for passing time and that
students generally do not understand how credit hours are calculated. Commissioners suggested that ACC leadership attend a Chair Leadership Group meeting to understand what needs to be clarified and answer questions about the credit hour policy. ACC Chair Seán Murphy will ask to be included on a future Chair Leadership Group meeting agenda.

Excerpted from ACC minutes of 26 February 2018:

**REVIEW OF STANDING COMMITTEE MINUTES**

During discussion of the standing committee minutes, Senate members inquired about a comment regarding DRS in the UPRC minutes and expressed a desire for clarification regarding the ACC Policy on Credit Hours.

Senators voted in favor of a motion (forwarded by Jeff Young and seconded) to accept the University Planning & Resources Council (UPRC) minutes of 31 January 2018; and Academic Coordinating Commission (ACC) minutes of 6 February 2018.

Excerpted from ACC minutes of 6 March 2018:

**REPORTS AND ANNOUNCEMENTS**

Seán Murphy, ACC Chair:

- ACC expects to discuss a proposal for a syllabus requirement at its meeting of April 3rd…

Excerpted from ACC minutes of 3 April 2018:

**ACTION ITEM**

**Revision to ACC Handbook and Procedure – Syllabus Requirement:** Commissioners discussed a motion forwarded and seconded by the ACC Executive Council regarding a syllabus requirement.

A motion (forwarded by Julie Helling and seconded) to amend the language of ACC Executive Council’s motion to indicate that the syllabus requirement does not apply to temporary courses failed to carry with 3 in favor, 8 opposed, and 2 abstentions.

A motion (forwarded by Sheila Webb and seconded) to amend the language of ACC Executive Council’s motion to indicate that temporary courses are required to provide ACC with a syllabus passed with 8 in favor, 2 opposed, and 3 abstentions.

A motion (forward by Phil Thompson and seconded) to amend the language of ACC Executive Council’s motion to add the phrase “including a statement of the number of class meeting hours per week” after the word “schedule” in the first sentence passed with 7 in favor, 3 opposed, and 3 abstentions.

A motion (forwarded by Brooke Love and seconded) to amend Thompson’s amendment be removing the phrase “that includes a course schedule and an account of work required” from the first sentence, revising the language to: “that includes a course schedule (including a statement of the number of class meeting hours per week) and an account of work required”, and inserting the revised phrase into the third sentence of the first paragraph passed with 10 in favor and 3 abstentions.

ACC approved the following ACC syllabus requirement for inclusion in the ACC Handbook:
ACC Syllabus Requirement
2017-18 Academic Coordinating Commission
Western Washington University

A syllabus that includes a course schedule and an account of work required is the single best guide available to the ACC when considering a new, temporary, or significantly revised course. Among other advantages, the availability of such a syllabus facilitates the ACC’s evaluation of the proposed course against the ACC Policy on Credit Hours. As such, the ACC requires a course syllabus that includes a course schedule (including a statement of the number of class meeting hours per week) and an account of work required be attached to all proposals for new, temporary, or significantly revised courses.

In cases of significant revision, an old syllabus should be included with the new one for the purpose of clarifying differences between versions of the course. Significant revisions include a change in credit hours, a significant change in course content, and a change in modality, including a change from direct to online instruction, a change from online to direct instruction, or a change from campus instruction to study abroad.

While the ACC acknowledges that the attached new syllabus may be a draft version that is subject to change, it is expected that the attached syllabus provide a level of detail similar to that of a final version of the syllabus.

In the interest of protecting academic freedom and the syllabus writer’s intellectual property rights over the syllabus, the ACC does not dictate the form or content of a course syllabus. The ACC does, however, recommend that the syllabus meet the minimal, conventional standards of the Program(s) or Department(s) for which the new or revised course is proposed. For suggested syllabus guidelines, see the WWU Teaching Handbook.

Excerpted from ACC minutes of 29 May 2018:

ACTION ITEMS

Guidance on Course Scheduling: ACC discussed a revised document on ACC guidance regarding the credit hour policy and course scheduling.\(^1\) ACC Chair Seán Murphy reported that he presented this document to department chairs, and that they found it to be useful for scheduling purposes and for clarifying ACC’s Policy on Credit Hours.

A motion forwarded by the ACC Executive Council to approve the guidance from the ACC on departmental autonomy in scheduling courses passed by unanimous vote. The language of the guidance is as follows:

Guidance from the ACC on departmental autonomy in scheduling courses

As a matter of general policy, the ACC does not tell Departments how to schedule their courses. Paragraph 4 of the ACC Policy on Credit Hours is intended to allow Departments autonomy to schedule courses subject to the “standard calculation” of a credit hour as they see fit, but a good-faith effort should be made to ensure that an hour of direct instruction equals “approximately 50 minutes.” The ACC remains open to the possibility of occasional scheduling audits to determine whether Departments are making a good-faith effort to uphold paragraph 4 of the ACC Policy on Credit Hours.

\(^1\) See ACC meeting minutes of February 6, 2018 for previous discussion of this topic.
In current practice, we know that the “hour” of direct instruction ranges from 44 to 60 minutes. If a Department’s courses consistently fall within that range, the ACC considers the Department to be fulfilling the letter and intention of its “approximately 50 minutes” formula. The ACC acknowledges that a Department could have good reasons—including those referred to in its Rationale for a revised Policy on Credit Hours—for having some of its courses at the lower end of the range, but if all or most of a Department’s courses fall consistently at the low end, the ACC may be inclined to conclude that the Department is not making a good-faith effort to meet the requirements of paragraph 4.

Excerpted from ACC minutes of 16 April 2019:

REPORTS AND ANNOUNCEMENTS

Sheila Webb, ACC Chair, updated committee members on planned agenda items, including repeatability and topics courses, credit hour policy guidance, and the International Baccalaureate report. …

Excerpted from ACC minutes of 14 May 2019:

REPORTS AND ANNOUNCEMENTS

Sheila Webb, ACC Chair, … spoke to commissioners about future work on the Credit Hours Policy and Guidance, proposing that the ACC consider rewriting guidance to make it more reflective of the policy itself. Vice Provost for Undergraduate Education Steve VanderStaay has heard from colleges and departments chairs that simple clarification is desired regarding the appropriate amount of time for classes, and the Registrar’s Office and Auditor have also requested greater clarity and an explanation of the current standard. Commissioners indicated agreement and asked that the Executive Committee draft language for discussion at a future ACC meeting.

REVIEW OF CURRICULUM MINUTES

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<th>#</th>
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<td>T6</td>
<td>Expedited temporary courses</td>
<td>5/14/2019</td>
<td>HIST 597Q ACCEPTED with comments and discussion.¹</td>
<td>L. Ramhorst</td>
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¹ Commissioners expressed concern that, as proposed, HIST 597Q meets only 170 minutes per week for 4 credits. By adding one hour-long arranged meeting over the course of the quarter, the proposal was observed to meet the letter of ACC’s guidance on the credit hour policy but not its intent or spirit. Commissioners noted that nearly all History courses meet for less than 50 minutes per credit hour and discussed whether it was appropriate or desirable to hold undergraduate and graduate courses to a different standard in light of the small size of most graduate seminars. Commissioners stated that the arranged hour should be clearly outlined in the course’s syllabus and asked that the necessity of face-to-face meetings be clearly articulated in any new Credit Hour Policy guidance crafted by the ACC. A commissioner also asked that ACC attend to both sides of the Credit Hour Policy to ensure that students are not being assigned quantities of work outside of class so large as to be incommensurate with the number of credits received on the basis of face-to-face contact hours. Commissioners voted to accept HIST 597Q as proposed, with 8 voting in favor of approval and 3 opposed.

Excerpted from ACC minutes of 15 October 2019:

REPORTS AND ANNOUNCEMENTS

Sheila Webb, ACC Chair: The ACC Executive Committee was charged with working on several policy drafts on which the full ACC was unable to complete work during the 2018-19 academic year. All drafts are
subject to review, revision, and action on the part of the full committee and are based on comments, feedback, and discussion that occurred at ACC meetings during the 2018-19 academic year. Drafts that were completed over the summer will provide a starting point for the ACC’s work this year, and several items that ACC Exec worked on over the summer are on the agenda for today’s meeting. …

Excerpted from ACC minutes of 29 October 2019:

**REVIEW OF CURRICULUM MINUTES**

**Postponement of curricular items other than Winter 2020 temporary courses:** ACC Chair Sheila Webb noted the time sensitivity of ACC’s consideration of potential revisions to the Credit Hour Policy and stated that curricular items other than Winter 2020 temporary courses would be postponed until ACC’s next meeting on November 12th in order to maximize time available for discussion of the Credit Hour Policy.

**DISCUSSION ITEM**

**Draft revision to ACC Policy on Credit Hours:** Steve VanderStaay, Vice Provost for Undergraduate Education, provided background information to commissioners regarding the impetus for the ACC’s 2017 revision of the Credit Hour Policy and spoke about some of the issues that have arisen since the 2017 revision was approved. VanderStaay stated that the 2017 revision was prompted by the need for a policy that aligned with Western’s actual practice and noted that the policy and accompanying guidance suggest a working guideline and departmental average of “approximately 50 minutes.” The ACC learned in 2018-19 that some departments were averaging significantly less than 50 minutes per credit, and feedback from colleges suggests that the current policy and guidance are not sufficiently clear for purposes of enforcement.

An overview of course scheduling, section demand, and curricular approvals of five-credit courses from the past five years suggests unsustainable trends and significant contact-hour inequities between departments and colleges. Many departments offer an increasing number of five-credit courses and seek to do so on a Tuesday/Thursday within the parameters established by the block schedule, thereby establishing a discrepancy between schedulable contact hours and credit hours. Some departments and faculty members have suggested alterations to the block schedule as a means of more appropriately accommodating the growing number of five-credit courses, but Registrar David Brunnemer stated that doing so would leave the university short on classroom space for hundreds of sections. Brunnemer reported that there is increasing demand for courses scheduled off of the block schedule, which exerts pressure elsewhere by creating problems from a space utilization and efficiency standpoint and generating frustration on the part of the students who have a hard time aligning their class schedules. According to the Registrar’s Office, enrollment and section growth and the number of departments and programs switching from four- to five-credit classes is imposing unprecedented pressure in terms of classroom space, thereby making it increasingly difficult to schedule classes. Requiring the inclusion of an additional arranged hour has been proposed as a means of accommodating five-credit courses on a Tuesday/Thursday schedule. This solution would require the establishment of standards regarding the scheduling, communication, and assessment of the additional hour each week and may also increase demand for classroom and lab space.

Commissioners stated that it was important to ensure that inequities are not exacerbated by courses that are scheduled to meet for significantly more than 50 minutes per contact hour and brought questions to the commission about scheduling and assignation of credit hours for courses utilizing newer pedagogical models, such as studio or hybrid lecture/lab courses. Following further discussion, commissioners agreed to return to discussion of the Credit Hour Policy on November 12th.
Excerpted from ACC minutes of 12 November 2019:

REPORTS AND ANNOUNCEMENTS

Sheila Webb, ACC Chair. In discussing revisions to the Credit Hour Policy, the ACC Executive Committee has observed that ACC’s work is encountering pressure points that lie beyond the limits of the committee’s curricular purview and authority. The increasing number of 5-credit courses has impacted Tuesday/Thursday scheduling and classroom demand; thus, the Credit Hour Policy lies at the confluence of a number of institutional pressure points, many of which concern resources over which the ACC and faculty lack clear authority. As such, the Executive Committee is working on drafting a resolution that outlines for the Faculty Senate some of the significant issues and constraints and potential means of addressing them.

DISCUSSION ITEM

ACC Policy on Credit Hours: ACC Chair Sheila Webb reported that constituent feedback on the ACC’s consideration of the Credit Hour Policy reveals the extent to which faculty oversight of the curriculum impacts and is impacted by space and schedule resource pressures that exceed the curricular purview of the ACC. Several departments have communicated desire to see the block schedule revised in order to better accommodate the ability of departments to schedule five-credit courses on Tuesdays and Thursdays, but resource questions lie beyond the purview of the ACC and such schedule revision by the Registrar’s Office has potential to impact faculty in other ways, including decreasing scheduling flexibility or exacerbating classroom shortages and inefficiencies in classroom utilization. Commissioners reviewed statistics compiled by Catalog Coordinator Jamie Lawson that reflect a significant increase in the total number of five-credit courses and sections being offered by departments at Western over the course of the past five years. Since Fall 2019, the total number of five-credit courses has increased by 29%, and 41.6% of all sections scheduled during the current academic year are for five-credit courses. Webb stated that the ACC Executive Committee will work on drafting a resolution to bring the attention of the Senate and appropriate administrative units to the confluence of issues currently impacting the ACC’s work.

Commissioners reviewed draft language for proposed revision of the Credit Hour Policy and discussed the desirability of including language articulating an absolute minimum time standard for calculation of contact minutes per credit hour. Deans have stated that the ACC’s policy cannot effectively be enforced without a clear measurable standard, thus commissioners stated that they were in favor of stating that courses meeting for less than 48 minutes per credit hour are to be regarded as out of compliance. Some commissioners advocated for the elimination of language stating that, “In current practice, an hour of direction instruction equals approximately 50 minutes,” while others argued that the sentence provided useful information. A motion to strike this language from the Credit Hour Policy (forwarded by Phil Thompson and seconded) failed to carry (4 votes in favor, 5 opposed).

Commissioners discussed appropriate means of accommodating the scheduling of Tuesday/Thursday five-credit classes and agreed that adding language regarding the acceptability of including up to one documented hour arranged in calculation of the weekly direct instruction total would provide a means by which departments could schedule Tuesday/Thursday five-credit classes on the current block schedule, though commissioners stated that they were also in favor of exploration of changes to the current block schedule that might provide standardized scheduling options without reliance upon the hour arranged or utilization of off-block scheduling. Consideration of revisions to the Credit Hour Policy will resume on November 26th.

Excerpted from ACC minutes of 26 November 2019:

ACTION ITEMS
**Revision of ACC Policy on Credit Hours:** Commissioners resumed discussion of proposed revisions to the ACC Policy on Credit Hours Policy, reviewing updated draft language specifying that no more than 20% of contact hours may be satisfied through arranged time outside of scheduled classroom hours.

A **motion to revise** the ACC Policy on Credit Hours was forwarded by Doug Clark and seconded.

A **motion to amend** the proposed revision by striking the phrase, “In current practice,” from paragraph three (forwarded by Brooke Love and seconded) **passed** by unanimous consent.

A **motion to amend** paragraph four by adding independent research and practicums to the list of course types to which this paragraph might apply **passed** by unanimous consent.

By unanimous vote, commissioners **voted to approve** amended revisions to the ACC Policy on Credits Hours as follows:

**ACC Policy on Credit Hours**
Approved by ACC on May 23, 2017, November 26, 2019

2016-17 Academic Coordinating Commission
Western Washington University

**Policy:**

[1] The Academic Coordinating Commission (ACC) of Western Washington University is responsible, among other things, for ensuring that every approved course at Western is assigned an appropriate number of credit hours.

[2] Western Washington University defines measures units of student work in terms of an academic credit hours as a unit of student work. A single credit hour at Western equals approximately three hours of work each week over the course of a 10-week quarter, thus equaling a total of approximately 30 hours of work for any given credit hour in any given course, whatever the actual calendar length of the course. [3] Western’s definition of a credit hour is in full accordance and compliance with the definition provided in the Washington Administrative Code (WAC), as well as the “Credit Hour Policy” of the Northwest Commission on Colleges and Universities. For the WAC definition, see WAC 250-61-050 (49).

[4] The standard calculation of a credit hour. At Western, a credit hour is typically based on the calculation of either (a) one hour of direct instruction (as, for example, in a lecture, seminar, or discussion) and two additional hours of additional work per week outside of class, or (b) two hours of direct instruction (as, for example, in laboratory, studio, rehearsal, or field work) and one additional hour of additional work per week outside of class. In the case of both (a) and (b) cases, the faculty member and students meet synchronously during direct instruction. In current practice, an Hour of direct instruction at Western equals approximately 50 minutes. Standard courses that meet for less than 48 minutes of direct instruction per credit hour are not in compliance with the policy. A maximum of one hour arranged (totaling not more than 20% of credit hours) that is documented in Classfinder and the syllabus may contribute to the weekly direct instruction total. Within the parameters outlined here, the schedule of class meeting times is at the discretion of individual faculty members and their respective departments and programs, as long as the total unit of work per single credit hour equals approximately 30 hours per course.

[5] Variations on the standard calculation of a credit hour. There are several categories of courses that may be approved for academic credit at Western in instances when the course includes less than 10 hours of direct instruction per credit hour per course. The ACC also approves variations on the typical calculation of a credit hour for correspondence courses, online courses, study abroad courses, thesis-writing courses, independent studies, independent research, practicums, and internships, as long as provided that the department can demonstrate that the course is in compliance with the requirement that the total unit of work per single credit hour equals approximately 30 hours per course. There are several categories of courses approved for academic credit at Western in which a given course sometimes has less
than one hour of direct instruction per credit hour per week (over a 10-week period), which is to say less than 10 hours of direct instruction per credit hour per course. These currently include, but are not limited to, correspondence courses, online courses, study abroad courses, research seminars, independent study courses, thesis-writing courses, and internships.

[65] Every new course proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course including the proposed course schedule or duration and frequency of classroom sessions and other forms of direct instruction. A revised course, for which the Similar documentation is required for course revisions that includes a change in credit hours, or a significant change in course content, or a change in modality, including a change from direct to online instruction, a change from online to direct instruction, or a change from campus instruction to study abroad, must also be approved by the ACC. When a revised course is proposed for approval, the proposal must include a detailed account of the total amount of work required for the course, according to the number of credit hours in the proposed course. In most cases, attaching a syllabus, with a weekly schedule of required work, attached to the proposals for a new or revised courses will provides a sufficiently detailed account. For each proposed credit hour, the proposals must account for approximately thirty hours of work.

[7] This policy replaces Section 1.2 and Appendix 1 in the ACC Handbook.

Draft resolution regarding Credit Hours, Classroom Space, and Block Schedule: ACC Chair Sheila Webb stated that faculty feedback on revision of the ACC Policy on Credit Hours has revealed the extent to which the ACC’s current work lies at an inflection point of curriculum planning and resource issues that lie beyond the Commission’s purview and presented a resolution drafted by the ACC Executive Committee for the purpose of informing faculty about some of the relevant issues and proposing a means of response via possible revision of the block schedule. Commissioners expressed desire to postpone consideration of the draft resolution until December 3rd.

Registrar David Brunnemer sought to provide additional information regarding classroom scheduling pressure points that have emerged in recent years, stating that classroom shortages primarily occur between the hours of 10 a.m. and 2 p.m.

Excerpted from ACC minutes of 3 December 2019:

ACTION ITEM

Resolution regarding Credit Hours, Classroom Space, and the Block Schedule: Observing that faculty concerns about the Credit Hour Policy passed by the ACC on November 26th indicate the extent to which the ACC’s current work lies at an inflection point of curriculum planning and resource issues that lie beyond the Commission’s purview, commissioners reviewed a resolution drafted by the Executive Committee setting out some of the relevant pressure points and resource issues and proposing investigation of the possibility of revising the block schedule to better accommodate the scheduling of five-credit courses on a two-day schedule. Commissioners discussed the desirability of recommending utilization of an outside space consultant but acknowledged that any solution was likely to involve compromises and trade-offs on the part of faculty and concluded that consultation with the Registrar's Office was more likely to yield a satisfactory joint governance solution. A commissioner suggested the addition of language acknowledging university-wide efforts studying space issues on campus.

The following resolution (forwarded by Paul Chen and seconded) was adopted by unanimous vote with one abstention:

RESOLUTION
Committee: Academic Coordinating Commission
Topic: Credit hours, classroom space, and the block schedule

WHEREAS, The broad curricular purview of the faculty and of the Academic Coordinating Commission does not extend to or guarantee the availability of resources necessary to deliver approved curriculum, though the ability of the faculty to effectively deliver curriculum is both facilitated and limited by the availability of university resources, including classroom space,

WHEREAS, The definition and interpretation of a credit hour is regulated and mediated through state and federal law,

WHEREAS, Both university enrollment and the number of five-credit courses offered at Western are increasing, with the total number of active five-credit courses having increased 29% in the last five years and five-credit courses now constituting 41.6% of all class sections scheduled in 2019-20,

WHEREAS, Many departments and programs have, in recent years, converted four-credit courses to five-credit offerings, and the pedagogical advantages of five-credit courses cannot fully be realized without commensurate instructional time,

WHEREAS, Enrollment and section growth and the conversion from four- to five-credit classes is imposing unprecedented pressure upon the current block schedule while necessitating the consideration and implementation by the Registrar’s Office of new means of optimizing utilization of existing classroom space,

WHEREAS, The block schedule introduces beneficial scheduling efficiencies, though the current block schedule does not easily support the scheduling of five-credit classes on a Tuesday/Thursday schedule,

WHEREAS, The Academic Coordinating Commission recognizes that revision of the block schedule is likely to require accommodations on the part of departments and faculty; and

WHEREAS, There are other ongoing efforts on campus to address issues related to space resources; therefore be it

RESOLVED, The Academic Coordinating Commission recommends that the Registrar’s Office explore the possibility of revising the block schedule to better facilitate the scheduling of five-credit courses on a two-day schedule, and requests that, prior to taking action on permanent revision of the block schedule, the Registrar’s Office report back to and seek feedback from the ACC and Faculty Senate on any and all accommodations that would be necessary on the part of faculty and departments in order to ensure that a new block schedule is fairly and transparently implemented in a manner that does not cause or exacerbate a shortage of classroom space resources. If revision of the block schedule to better accommodate the increasing number of five-credit courses cannot be accomplished with significant new resources, the ACC requests that the Registrar’s Office provide a report to the Faculty Senate detailing significant limiting factors.
Call to order: UPRC Chair Nicholas Wonder called the meeting to order at 4:04 pm, welcoming a total of 24 attendees (roster attached).

REPORTS AND ANNOUNCEMENTS

Nicholas Wonder, UPRC Chair. Wonder reminded council members that UPRC that still needs a Vice Chair who is willing to step into the Chair role for 2020-21, as Wonder will have reached his term limit on UPRC at the end of the 2019-20 academic year. The UPRC Chair receives a 0.33 FTE course release. Council members are encouraged to reach out to faculty not currently on UPRC who might be well-suited to this leadership role.

STANDING COMMITTEE MINUTES

Academic Technology Committee minutes of 7 October 2019 and 4 November 2019 were accepted as written.

DISCUSSION ITEMS

Western on the Peninsulas supplemental budget request: Brent Carbajal, Provost and Vice President for Academic Affairs, spoke to council members about Western’s activities and programs on the Olympic and Kitsap Peninsulas and presented a strategic vision document (Appendix A) and information about supplemental budget request that Western has submitted to the Washington State Legislature seeking to expand and more sustainably fund Western’s presence in the Peninsulas region. Carbajal noted that Western currently serves approximately 200 students at sites in Poulsbo, Bremerton, and Port Angeles and maintains partnerships with Olympic College and Peninsula College. Approximately 70% of students in this region are over the age of 25, and about 56% are first-generation college students. Employer demand and future job estimates demonstrate that there is significant need for four-year baccalaureate education on the Peninsulas and a deficit in four-year degree production within the region. Cost limits the affordability and accessibility of Western’s existing degree programs on the Peninsulas, as many are self-sustaining and therefore are significantly more expensive than state-supported programs in Bellingham. Western hopes to grow the number of students it serves on the Peninsulas and aspires to create a culture that allows place-bound high school students in the region to envision four-year degree possibilities by building seamless pathways from community colleges to Western’s programs utilizing a 2+2 model. The tuition associated with self-sustaining programs is seen as a significant limitation, and state support for Western programs and improvements in terms of infrastructure, administration, and student support would aid Western’s ability to realize this goal.

Council members sought information about the means by which the university would seek to ensure that programs on the Peninsulas are qualitatively equivalent to those offered in Bellingham and were told that academic departments would retain oversight of all academic programs with the aid of additional administrative and student support services. Improved human resource capacity and infrastructure were cited as an essential means of improving the coherence of the experiences of 2+2 students. Council members noted that Western is effectively already serving many 2+2 students in Bellingham, with transfer students composing approximately 30% of the current student body. Current deficiencies in infrastructure and support services are also seen as factors that negatively influence the satisfaction, retention, and effectiveness of faculty engaged in teaching at locations on the Peninsulas.
Council members inquired about the basis for Peninsulas program selection. Some Western programs have a relatively long history of serving the Peninsulas region, while others, such as Cybersecurity and Early Childhood Education, have been supported by the legislature. Other departments have expressed interest in expanding programs to the Peninsulas, and feasibility studies, regional demand, and departmental interest are likely to help inform future decisions. Council members expressed concern about both the financial and effort cost of expanding programs on the Peninsulas, asked whether such initiatives have potential to negatively impact the availability of resources in Bellingham, and observed that course releases for faculty heavily involved in such work are necessary but also impose a hidden cost.

Council members inquired about the availability of foundational courses at community colleges in the region and asked whether these colleges were likely to experience increased access pressure and course bottlenecks in the event of a successful request. Carbajal observed the importance of effective and non-invasive collaboration with Olympic and Peninsula College and stated that Western and Olympic College are currently working to craft an interagency agreement to clarify the expectations of both institutions.

Student representatives stated that the Associated Students is supportive of the university’s request.

**Libraries Print Periodical and Subscription Resources:** Madeline Kelly, *Western Libraries Director of Collections*, spoke to council members about two resource initiatives that will impact the means by which Library collections are accessed, sought feedback, and asked for assistance in communicating them to faculty.

In order to better support the student body, the Library is seeking to reconfigure collections and services currently housed in Haggard Hall. Collection consolidation is necessary in order to free up space to do so, and many bound periodicals housed on the third floor of Haggard Hall include resources that are available electronically through JStor, content that Western owns in perpetuity, even in the event that JStor goes out of business. As such, the Library is seeking to reduce the retention of bound resources also available through JStor with the exception of volumes with properties that recommend the retention of print copies, such as art journals with high quality images. Kelly observed that, as a member of the Orbis Cascade Alliance, Western is also obliged to retain bound periodicals not found in the collections of any other institution within the Alliance and sought council feedback on other major considerations or factors that might lead to a volume’s retention. Asked whether faculty should be prepared for the removal of titles other than those found in JStor, Kelly stated that the Library feels confident that the proposed consolidation will satisfy current space needs without leading to a loss of content. Council members inquired about planned space reorganization and were told that the Graduate School Resource Center will be moved from the fifth floor of Haggard Hall to the second, where it will be co-located with the Hacherl Research and Writing Studio. Student representatives expressed concern about the possible displacement of existing second-floor study spaces and computers that are heavily utilized by students.

Kelly spoke about the work of the Western Libraries Subscription Task Force, which was convened last winter. The Task Force, which has seen previous iterations, is charged with developing a process for sustainably managing library subscriptions in the face of steep subscription inflation and a flat Libraries budget. Because the rate of inflation associated with maintaining journal subscriptions is significantly in excess of general inflation, the Libraries face a significant annual shortfall and seek faculty input regarding the process and metrics used to evaluate potential cancellations through the Task Force and other feedback processes. Kelly presented a timeline for current reduction and feedback processes, acknowledged that it was necessary to be mindful of the expectations set by appeals processes, and sought Council input.

The current Subscription Task Force has also been charged with determining a process for adding new subscriptions and discussing other means of making scholarly publication access more sustainable. Long term sustainability is likely to depend on faculty engagement in and support for discussions and processes that have potential to reduce institutional dependence on for-profit publishers and subscription services. Kelly stated that structural change, including university support for changing models, is also likely to be necessary.

Meeting adjourned at 5:41 pm
## UNIVERSITY PLANNING AND RESOURCES COUNCIL – ROSTER 2019-20

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Non-Voting Attendees</th>
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<tbody>
<tr>
<td>1 Nick Wonder, Finance &amp; Marketing, UPRC Chair</td>
<td>24 Brian Burton, Assoc. VP for Academic Affairs</td>
</tr>
<tr>
<td>2 Beth Boland, Health &amp; Community Studies (Grad)</td>
<td>25 Ted Castro, Assistant Director, Budget Office</td>
</tr>
<tr>
<td>3 John Bower, Fairhaven (Fairhaven)</td>
<td>26 Lizzy Ramhorst, Shared Gov Ops Manager</td>
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<tr>
<td>4 Mark Bussell, Chemistry (CSE-2)</td>
<td>27 Vacant, Recorder</td>
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<td>5 Leo Bodensteiner, Environmental Sciences (Huxley)</td>
<td>28 Linda Beckman, ESS Budget Director</td>
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<tr>
<td>6 Hart Hodges, Economics (CBE)</td>
<td>29 Marilyn Chu, Elementary Education</td>
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<td>7 KJ Jantzen, Psychology (CHSS)</td>
<td>30 Mark Greenberg, Dean of Libraries</td>
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<tr>
<td>8 Madeline Kelly, Libraries (Libraries)</td>
<td>31 Ichi Kwon, Academic Affairs Budget Director</td>
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<td>9 Stephen McDowall, Mathematics (CSE-1)</td>
<td>32 Trever Mullins, AS VP for Sustainability</td>
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<tr>
<td>10 Julia Sapin, Art &amp; Art History (CFPA)</td>
<td>33 Jeff Newcomer, Chair, Engineering &amp; Design</td>
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<td>11 Steph Strachan, Elementary Education (Woodring)</td>
<td>34 TBD (CHSS)</td>
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<tr>
<td>12 Sheila Webb, Journalism (ACC Chair)</td>
<td>35 Jeff Young, Biology (Senator)</td>
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<td>13 Tonya Alexander, Professional Staff Representative</td>
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<td>14 David Holmwood, Classified Staff Representative</td>
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<tr>
<td>16 Grace Drechsel, AS VP for Governmental Affairs</td>
<td>37 Non-voting attendees</td>
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<td>17 Tonya Alexander, Professional Staff Representative</td>
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<td>18 David Holmwood, Classified Staff Representative</td>
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<td>19 Mark Brovak, Senior Dir. &amp; COO, UA Development</td>
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<td>20 Brent Carbajal, Provost &amp; VP, Academic Affairs</td>
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<td>21 Donna Gibbs, VP, University Relations &amp; Marketing</td>
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<td>22 Melynda Huskey, VP, Enrollment &amp; Student Services</td>
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<td>23 Rich Van Den Hul, VP, Business &amp; Financial Affairs</td>
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**TOTAL 24**
WESTERN ON THE PENINSULAS
10-YEAR STRATEGIC VISION
November 2019

Introduction

Western Washington University (WWU) is firmly committed to helping the State of Washington address the diverse educational needs of Washington residents. As the University considers its strategic focus for the next decade and beyond, the WWU community is united in prioritizing the need to better serve post-secondary educational needs beyond WWU’s primary location in Bellingham, while simultaneously maintaining and enhancing the high quality and distinctive excellence of degree programs offered on the Bellingham campus.

WWU currently offers degree programs in several locations across western Washington outside of Bellingham, including a number of programs on the Kitsap and Olympic Peninsulas in partnership with Olympic College and Peninsula College that are collectively referred to as the “Western on the Peninsulas” programs. These are “2+2” degree programs, where students attend a community college for their first two years, then seamlessly transfer to WWU for their third and fourth years to complete their baccalaureate degree. Despite these existing 4-year degree programs, it is clear that a more established four-year university presence and additional degree program options are required in order to better serve the regional need for locally-based baccalaureate and graduate degree opportunities. Indeed, by many measures the Kitsap and Olympic Peninsula region is currently one of the most underserved regions of the state when it comes to access to four-year and master’s-level degree programs.

Given the clear need in the region, WWU’s excellent reputation for producing high-quality graduates ready to contribute to Washington’s economy, workforce and society, and the existing partnerships with Olympic and Peninsula colleges—which provide a solid foundation for future growth—expansion of Western on the Peninsulas is a key strategic priority for Western Washington University.

This document is intended to express Western’s commitment to deliberately and coherently expanding four-year and master’s-level higher education opportunities on the Kitsap and Olympic Peninsulas and to outline the strategic vision for the growth of Western on the Peninsulas over the next decade and beyond.

Western on the Peninsulas: Background

Western on the Peninsulas has offered baccalaureate and certificate programs on the Kitsap and Peninsulas for almost 25 years in Bremerton and Port Angeles in partnership with Olympic and Peninsula Colleges, and since 2013 at the WWU University Center at Olympic College Poulsbo.
WWU offers educational programs in the following areas:

- Business Administration (B.A.)
- Cybersecurity (B.S., Minor, Certificate)
- Environmental Policy (B.A.)
- Environmental Science (B.S.)
- Human Services (B.A.)
- Multidisciplinary Studies (B.A.)
- Teacher Education Outreach Programs:
  - Early Childhood Education (B.A.E., ECE, P-3 Certification)
  - Early Childhood Education (B.A.E., Non-Certification)
  - Elementary and Special Education (B.A.E., Certificate)
  - Educational Administration (M.Ed., Certificate)

In 2017, WWU acquired the SEA Discovery Center from the City of Poulsbo. The SEA Discovery Center is a hands-on facility, which combines science, education, and an aquarium. The main focus is to promote lifelong learning and appreciation for the local marine environment. Recent state investments in Western on the Peninsulas include funding in 2015 for a B.S. in Cybersecurity and funding in 2018 for a B.A. degree in Early Childhood Education.

WWU recently opened a Small Business Development Center (SBDC) in Poulsbo which serves all of Kitsap County. SBDCs are hosted by leading universities, co-sponsored by state and local development agencies, and funded in part through a federally sponsored program of the Small Business Administration. Since its inception on June 1, 2019, the SBDC already has 23 clients seeking assistance and guidance around business planning, marketing, accessing capital, and more.

Feasibility Study
In 2018, the Washington State Legislature tasked Western Washington University with conducting a study of the educational needs on the Peninsulas and the feasibility of expanding WWU educational programs to meet those needs. To assist in this process, WWU retained the services of MGT Consulting in May 2018 to document current and future higher educational and workforce needs and explore the feasibility of expanding higher education options in the region.

The feasibility study validates many of the WWU assumptions and provides valuable data regarding higher education needs and challenges on the Peninsulas. Key findings from the study include:

- WWU has a history and current presence on the Peninsulas through shared locations with Olympic and Peninsula Colleges.
- The Kitsap and Olympic Peninsula region is currently one of the most underserved regions of the state when it comes to access to four-year and masters-level degree programs.
- There is significant interest and support from local stakeholders for an expanded WWU presence.
- Both Olympic and Peninsula Colleges leadership expressed strong interest in continuing their collaborative partnership with WWU, as they offer the first two years through established transfer programs.
- The four-county service area is home to over 430,000 residents, the majority living in Kitsap County.
- The region has significant geographic and physical barriers, and experiences limited Internet access and connectivity in a number of rural locations.
- Affordability is a concern for many who cannot leave the area to attend a four-year institution.
- Five Native nations located in the service region have a significant impact on the economies of the surrounding communities, and could greatly benefit from improved access to WWU.
- Top employers in the region include military/defense, healthcare, and education. The future workforce growth in the region is projected to be in healthcare, education, IT, and management/business administration.

**Strategic Vision and Direction**

WWU’s vision to expand Western on the Peninsulas is fully aligned with the University’s 2018-2025 Strategic Plan, which commits to three core themes: (1) Advancing inclusive success, (2) Increasing Washington impact, and (3) Enhancing academic excellence. WWU’s Strategic Plan makes good on our commitment to an equitable and transformative education for all students, and to our commitment to increasing Western’s impact in the state of Washington and beyond.

WWU is committed to advancing the Washington Student Achievement Council’s education attainment goals, adopted in 2014 by the Washington State Legislature, that by 2025 at least 70 percent of Washington adults, ages 25-44, will have a post-secondary credential. As part of this commitment, WWU’s Strategic Plan highlights the need to offer programs and credentials to place-bound and non-traditional students as a key strategy in addressing current and future workforce needs in Washington and the region. Providing increased access to post-secondary education on the Kitsap and Olympic Peninsulas is an important element in making progress towards this goal.

WWU proposes expansion across the peninsulas as a gradual build-up, relative to program mix, enrollment targets, staffing levels, and space needs and capacity. This approach lowers risk and increases the likelihood of success by allowing the flexibility to tune investments over time based on current results and future changes in program needs or capabilities.

As WWU expands its programs on the Peninsulas, it is committed to advancing the same educational excellence that has been a key to its student success on the main campus. Western’s educational model is grounded in the liberal arts and sciences and is based on innovative scholarship, research, and creative activity. We believe this model to be an essential component of WWU degree programs in preparing our students to be successful in a continuously changing work and social environment and in ensuring that they develop core competencies in critical thinking, integrative learning, communication, collaboration, quantitative reasoning, and global perspectives. Active engagement of WWU faculty in the design and delivery of new innovative programs that build on interdisciplinarity and serve the needs of the region will ensure the same level of university commitment to excellence and to student success as on the main campus.
**Enrollment and Programmatic Growth**

It is envisioned that student enrollments for Western on the Peninsulas will grow to serve at least 1,000 students, from the current 200, annually over the next decade.

WWU believes that the “2+2” degree model in partnership with Olympic and Peninsula Colleges is the most pragmatic, cost-effective model for expanding degree programs for Western on the Peninsulas. When structured properly, the 2+2 model not only streamlines degree pathways for prospective students and reduces the overall cost of attaining a bachelor’s degree, but it also is the best approach for leveraging existing state investments. New degree programs for Western on the Peninsulas will follow the current 2+2 model and will be designed in close collaboration with Olympic and Peninsula colleges. In most circumstances, Olympic and Peninsula Colleges will continue to offer introductory courses and WWU will offer upper division courses for 4-year degree pathways. In select instances as specific needs arise, WWU will offer lower-level courses as needed. Faculty and staff serving Western on the Peninsulas will also continue to maintain close ties with the Bellingham campus, including ongoing collaboration with colleges and departments, in an effort to leverage expertise and resources.

**Locations and Delivery Methods**

Western on the Peninsulas programs are currently located in Poulsbo, Bremerton and Port Angeles on the campuses of Olympic College-Poulsbo, Olympic College-Bremerton and Peninsula College. WWU intends to maintain and expand degree programs in these locations while formally establishing the Poulsbo location as the main campus for Western on the Peninsulas. New degree programs will be physically delivered at one or more of four primary delivery sites—Poulsbo, Bremerton, Port Angeles, and Aberdeen with options for students to attend and participate in program courses in all locations through remote video classroom technology and infrastructure. Additional remote delivery locations will be added as needed to address student and community needs. Additionally, WWU will consider innovative ways to provide access to nontraditional students, including delivery via online education to student populations in locations with limited access to the main delivery sites.

**Strategic Goals**

- Create a compelling and viable destination university that attracts and serves students and communities across the Kitsap and Olympic Peninsulas region.
- Increase overall enrollments from approximately 200 to 1,000 students.
- Increase the effectiveness and success of WWU partnership with Olympic, Peninsula and Grays Harbor Colleges, including clearly defined, integrated pathways and concurrent admission practices for students transitioning from those colleges to WWU programs.
- Increase program offerings to support student growth, and economic and social vitality in the four-county region.
- Develop and implement a marketing and communication plan in support of enrollment growth and community awareness.
- Serve as a partner and catalyst for regional economic development.
Short Term Objectives (~5 years out)
- Double total student count from about 200 to 400 (including education sites and online).
- Grow enrollment in existing programs.
- Add targeted new programs envisioned by faculty, consistent with the academic mission and the needs of the region.
- Work with Olympic and Peninsula colleges to streamline and expand “2+2” degree program partnerships between WWU and community colleges.
- Strengthen relationships with K-12 districts on the Kitsap and Olympic Peninsulas and community college students, helping them envision post-secondary education possibilities.
- Build core capacity required to ensure long-term success, including local administration to provide academic and student oversight, tenure-track faculty, enrollment management (recruiting, financial aid), student support services and IT infrastructure.
- Solidify WWU as partner in regional economic development through access to degree and continuing education and professional development programs; access to faculty research, scholarship and creative activity; and the work of the SBDC to support the establishment of small businesses and help them grow and prosper.

Long Term Objectives (~10 years out)
- Serve at least 1,000 students annually in the four counties on Kitsap and Olympic Peninsulas (including education sites and online).
- Envision, design, and deliver new innovative academic programs that build on interdisciplinarity and serve the needs of the region.
- Add one to two new buildings at the Poulsbo site to support program and student growth and address infrastructure issues at other sites.
- Establish WWU’s SBDC as a partner to business and community organizations in regional economic and social development.

State Operating and Capital Funding Requirements

State operating and capital funding will be required in order for Western to realize the goal of expanding access to post-secondary degree opportunities on the Kitsap and Olympic Peninsulas over the next 10-years, though the educational and economic gains for about half-a-million residents on the Peninsulas far outweigh the modest investments that will be required over the next three biennia.

Operating
In the near term, WWU is requesting $2 million for the Western on the Peninsulas program in the 2020 supplemental budget. This request will enable WWU to lower tuition costs for students by shifting existing undergraduate degree programs from tuition support to state support. The funding will also build core student support services for Western on the Peninsulas including increased marketing and student recruitment efforts to increase enrollments and improve student success. Subsequent operating budget requests over the next three biennia will expand academic programming with the delivery of new, innovative academic programs, including both upper-division baccalaureate programs and targeted master’s programs.
Capital
As mentioned previously, the Poulsbo location will serve as the administrative hub of the Western on the Peninsulas campus. The existing OC/WWU Poulsbo campus is approximately 20 acres, thus state funding for land acquisition will not be necessary. In the short term, capital funding needs will be limited to maintenance and minor upgrades to the current facility and modular classroom buildings in Poulsbo, maintenance and upgrades to sites in Bremerton and Port Angeles, and enhancements to the technology infrastructure, including improved broadband access. Over the next several biennia, in partnership with Olympic College and as enrollment goals are realized, WWU plans to request state funding for the addition of two new academic buildings in Poulsbo, as well as modest investments to accommodate growth of Western on the Peninsulas programs at Peninsula College in Port Angeles and Grays Harbor College in Aberdeen.

Conclusion: Advancing Our Mission

Education is the most powerful social equalizer, a true engine for social mobility. In the next decade, two-thirds of the jobs in Washington will require some form of post-secondary education. According to the Washington Roundtable, there will be 740,000 job openings in Washington over the next five years, yet only 31 percent of Washington high school seniors go on to earn a post-secondary degree.

The Kitsap and Olympic Peninsula region is currently one of the most underserved regions of the state when it comes to access to four-year and masters-level degree programs. Several local school districts within the four-county region on the Peninsulas have fairly strong high school graduation rates, but poor college-going rates. Home to over 430,000 residents, the region has significant geographic and physical barriers and affordability is a major concern for many who cannot leave the area to attend a four-year institution. Projected market data shows continued growth in population and jobs, and confirms significant gaps in local access to four-year education in each of the four counties on the peninsulas.

Western Washington University has offered baccalaureate and certificate programs on the Kitsap and Peninsulas for almost 25 years in Bremerton and Port Angeles in partnership with Olympic and Peninsula Colleges, and since 2013 at the WWU University Center at Olympic College Poulsbo. Building on this success, WWU envisions creating a compelling and viable destination university that attracts and serves students and communities across the Kitsap and Olympic Peninsulas region and increases overall enrollments from approximately 200 to 1,000 students. Additionally, WWU plans to solidify its role as a partner in regional economic and social development of communities in the area. The WWU program envisions a gradual build-up that lowers risk and increases the likelihood of success by allowing the flexibility to tune investments over time based on current results and future changes in program needs or capabilities.
CALL TO ORDER: ACC Chair Sheila Webb called the meeting to order at 4:03 pm, welcoming a total of 16 attendees (roster attached).

ACC Minutes of 26 November 2019 and 3 December 2019 were approved as written.

REPORTS AND ANNOUNCEMENTS

Sheila Webb, ACC Chair: The Faculty Senate will review the revised Credit Hour Policy and ACC’s resolution regarding credit hours, classroom space, and the block schedule at its next scheduled meeting on January 13th. Deans and department chairs have already been informed about the ACC’s policy revision and have requested information about the timeline for implementation. The Faculty Senate may opt to approve the policy but delay full implantation until 2021-22. There have also been questions from some departments about the impact of the policy revision upon the practices of departments that are already utilizing an arranged fifth hour. These departments need not change current practices but do need to include information about the hour arranged in Classfinder and in syllabi. The ACC has not chosen to issue guidance regarding what would constitute appropriate use of an arranged hour but may issue minimal guidance at a later date. This could be something as simple as stating that departments should establish internal guidelines. The fifth hour arranged does need to be explained to the ACC via the syllabus and should not consist of increased homework or reading.

Steve VanderStaay, Vice Provost for Undergraduate Education: The Washington State Legislature will convene the 2020 legislative session on January 13th, and a bill (HB 2233) has been pre-filed proposing to expand the availability of dual enrollment classes to ninth-grade students. Universities feel that it is not appropriate for students to begin taking college classes in ninth grade, but there is significant constituent support around the state for the expansion of dual credit classes and programs.

Adah Barenburg, Associated Students Senate Pro Tempore: Introduced Connor Farrand and Michael Proska, new Student Senators and new student representatives on the ACC. Sargun Handa and Malik Ford are additional Student Senators who will regularly attend ACC meetings in a non-voting capacity.

ACTION ITEM

CUE Literacies Clusters Report: The ACC postponed consideration of the CUE Literacies Clusters Report on November 26th in order to facilitate constituent feedback. ACC Chair Sheila Webb, CUE Chair Donna Qualley, and ACC member Alex Egner prepared a summary of the report (Appendix A) that was distributed in early December to all faculty and deans via email. Commissioners observed that the summary included a link to the full report and stated that it would be useful to more explicitly spell out how the proposed change impacts existing GUR courses in the summary.

A motion (forwarded by Phil Thompson and seconded) to endorse and adopt the CUE Literacies Clusters Report (Appendix B) passed by unanimous consent with one abstention. If the Faculty Senate endorses the CUE’s report, the ACC and CUE will begin the process of replacing the existing eleven competencies with six literacies clusters.

Policies on Repeatability and Special Topics Courses: ACC Chair Sheila Webb presented drafts of new policies on repeatability and special topics courses. The proposed repeatability policy seeks to codify standards and language on course repeatability that have been in place since approximately 2012 without clear articulation in the ACC Handbook. The Registrar’s Office brought the issue of course repeatability to
the ACC’s attention during the 2018-19 academic year as some courses that have been on the books since before 2012 have unlimited repeatability and ambiguous language regarding the circumstances under which the course can be repeated. Because repeated courses can negatively impact student eligibility for federal financial aid, it is important for Western to establish and observe clear standards for course repeatability and the articulation thereof. Repeatability is often closely linked to special topics courses, and it is likewise necessary to ensure that language, standards, and practices for special topics courses are crafted to protect students.

Commissioners observed that all courses may need to comply with a new policy on repeatability in order to protect students and sought information regarding the process of implementing the proposed new policies. Parliamentarian Lizzy Ramhorst advised the ACC to detail the process of implementing a new policy in a separate motion rather than including such instruction in the body of the policy itself. Shelli Soto, Associate Vice President for Enrollment Management, stated that adoption of a new policy on course repeatability would benefit students and the Financial Aid Office, and noted that there were significant issues last year with student financial aid eligibility as a result of repeated classes.

Phil Thompson forwarded a motion to propose a new policy on course repeatability to be added to the ACC Handbook as follows:

**Repeatability**

For the purposes of protecting student federal financial aid eligibility and ensuring equitable course access to students who require federal financial aid, the ACC requires that all repeatable courses specify limitations upon repeatability and that course descriptions for repeatable classes include standardized language articulating these limits.

Fixed-credit repeatable courses should specify limits in terms of the maximum number of credits. Variable-credit repeatable courses should specify limits in terms of the maximum number of credits and the maximum number of times a course can be repeated. Required language for specifying the repeatability of fixed-credit courses in course descriptions is as follows: "Repeatability to a maximum of [x] credits, including original course." Required language for specifying the repeatability of variable-credit courses in course descriptions is as follows: "Repeatable to a maximum of [x] credits and [y] times, including original course."

Repeatable special topics courses must also specify in course descriptions that the course is repeatable only with different topics. Required language for specifying the repeatability of fixed-credit topics courses in course descriptions is as follows: "Repeatable with different topics to a maximum of [x] credits, including original course." Required language for specifying the repeatability of variable-credit topics courses in course descriptions is as follows: "Repeatable with different topics to a maximum of [x] credits and [y] times, including original course."

All repeatable courses with GUR attributes must additionally specify in course descriptions that they may be taken only once for GUR credit.

All courses must specify maximum repeatability. Proposals for unlimited repeatability are not acceptable. Most courses, including special topics courses, should not be repeated more than three times, including original course. Proposals including requests for repeatability in excess of this recommendation must include a rationale for the request. Examples of courses that might be considered include applied skills courses and speaker series.

The motion was seconded and approved by unanimous vote of the ACC. Commissioners discussed the process of implementation and stated that the policy would be applied immediately to consideration of all course proposals under current and future consideration. The ACC will discuss the necessity and process of applying the new policy to existing courses at a later date.

Commissioners discussed a draft of a proposed new policy on special topics courses, made several suggestions regarding language, and raised questions about the applicability of the policy to Senior Seminars and similar courses. Commissioners postponed full consideration until the ACC’s next scheduled meeting on January 21st.
### REVIEW OF CURRICULUM MINUTES

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<tr>
<td>R6</td>
<td>Previously returned by ACC</td>
<td>1/7/2020</td>
<td>A/HI 497Q, SOC 397K, SEC 411, SOC 351, and HIST 364 ACCEPTED.</td>
<td>L. Ramhorst</td>
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<td>25</td>
<td>College of Science and Engineering (CSE) CC</td>
<td>12/2/2019</td>
<td>CSEC 397 ACCEPTED. Consideration of all other proposals postponed.</td>
<td>J. Caplan-Auerbach</td>
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<td>27</td>
<td>College of Humanities and Social Sciences (CHSS) CC</td>
<td>12/5/2019</td>
<td>SOC 397C and SOC 497J. ACCEPTED. Consideration of all other proposals postponed.</td>
<td>S. Glatz</td>
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### ITEMS FROM THE FLOOR

**Introductory Math Courses:** A Student Senator apprised commissioners of student concerns about the failure rate in introductory mathematics courses, especially among Pell-eligible students, informed commissioners about work currently being done on this issue by Students Senators from Fairhaven College, and suggested inviting Fairhaven Student Senators to a future ACC meeting to talk about the issue.

**New Program Accreditation Processes and Curriculog Forms:** Steve VanderStaay, *Vice Provost for Undergraduate Education*, suggested adding a step to Curriculog forms for proposing new programs to ensure that the VPUE’s office has been notified of the necessity of seeking accreditation approval for new programs. VanderStaay observed that deans and chairs typically send such notification to his office but noted that this step can easily be missed when new interdisciplinary programs are proposed. Commissioners endorsed the idea and recommended the additional inclusion of a note at the beginning of new program proposal forms to inform individual initiating new programs of the necessity of the accreditation approval step. *ACC Chair* Sheila Webb stated that the ACC Executive Committee would work on crafting a motion proposing these changes and bring it to the full ACC at a future meeting.

*Discussion of the following scheduled agenda item was postponed until ACC’s meeting of January 21, 2020: draft revision to Placing Programs in Moratorium policy/procedure; TCCC minutes of 11/12/2019 (23), Huxley College CC minutes of 11/20/2019 (24), CSE CC minutes of 12/2 2019 (25), Huxley College CC minutes of 12/4/2019 (26), and CHSS CC minutes of 12/5/2019 (27).*

Meeting adjourned at 5:32 pm.
<table>
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<tr>
<th>Faculty</th>
<th>At-Large ~ Journalism</th>
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<td>H ~ Woodring</td>
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<td>Sargun Handa, Student Senator</td>
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<td>Michael Taylor</td>
<td>I ~ Wilson Library</td>
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<td>Donna Qualley, CUE Chair</td>
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<td>Vacant</td>
<td>Senator</td>
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<td>Voting Ex Officio (total of one vote)</td>
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<td>Brent Carbajal, Provost and VP for Academic Affairs</td>
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<td>Steven VanderStaay, Vice Provost for Undergrad Ed</td>
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<td>Adah Barenburg, AS Senate Pro Tempore</td>
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<td>Connor Farrand, AS appointee, Student Senator</td>
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<td>Michael Proska, AS appointee, Student Senator</td>
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**Voting members in attendance:** 9

**Non-voting attendees:** 7

**TOTAL:** 16
Making the GURs More Coherent

After more than a decade of dissatisfaction among students and faculty alike, and after many surveys and task force reports, ACC formally charged CUE with constructing a clear purpose for the GURs with an accompanying visual representation that could explain how the GURs fit into a liberal arts and sciences education and help faculty teaching the GURs explain their importance to students. In addition, ACC recommended a reduction in the current eleven competencies that appear on course proposal and revision forms. CUE has acted on this request and this document provides information for faculty.

Purpose of the GURs
The GURs, the core of a liberal arts and sciences education, provide students with foundational knowledge and opportunities to develop, integrate, and extend their core capacities in a range of literacies.

The Reduction of 11 Competencies into 6 Literacies Clusters
The current eleven GUR competencies focus exclusively on skills and practices. However, the GURS are also intended to provide a broad knowledge base. The term, literacy by definition, includes both knowledge and ways of knowing and practice and ways of doing which makes literacies an ideal choice for describing the purpose of Western’s GUR program.

The six knowledge and practice literacies clusters described below are not distinct or rigid categories with firm boundaries. They are interconnected parts of a whole. By grouping broad disciplinary areas or interests into one of three multi-dimensional knowledge literacies clusters, we work against the common misconception that the GURs are simply a distribution list of separate items that students need to complete and check off.

We would like to communicate the message that students can use the literacy practices that they are acquiring to forge their own connections and linkages within and between these domains. We would hope that students come to see the GURs as clusters of ideas, methodologies, and practices that can help them continue to build understandings of themselves and their worlds throughout their lives.

An individual GUR course does not have to address all the literacies in the cluster title. For example, a course in the Social, Cultural, & Historical Literacies cluster might focus more on cultural literacies or social literacies. Some courses might have a historical component, and others might not. A course in the Quantitative, Scientific, & Technological Literacies cluster, may focus on quantitative literacies, scientific literacies, or some combination of these literacies. An Environmental Studies GIS course might focus on science and technology, for instance. The accompanying set of slides depicts how Western's current 6 GUR categories fit with these literacies clusters.
Core Knowledge Literacies Clusters
Courses in the 3 knowledge clusters include courses from multiple disciplines that develop and extend content knowledge in three broad areas:

• **Social, Cultural & Historical Literacies**
  Typically, courses from the HUM and SSC GURs. This cluster also includes many ACGM and BCGM courses (or soon to be DEJ courses).
  Courses in this cluster focus on the foundational knowledge and aesthetic, theoretical, and methodological approaches for studying the diversity of human experience.

• **Civic, Ethical, & Environmental Literacies**
  Typically, courses from SSC, SCI, as well as some HUM GURs. This cluster also includes many ACGM and BCGM courses (or soon to be DEJ courses).
  Courses in this cluster focus on knowledge of humans, their value systems, their organizations and contexts, and/or their place in the natural environment.

• **Quantitative, Scientific, & Technological Literacies**
  Typically, courses from the QSR, SCI, and SSC GURs.
  Courses in this cluster focus on quantitative and symbolic reasoning and theoretical, methodological, experimental, and technological approaches for studying the physical and biological world.

Core Practices Literacies Clusters
Together, all GUR courses work to develop and extend students’ core capacities in a range of practices. The amount of time different courses spend on helping students acquire different literacy practices will vary, and some GUR courses will focus more deliberately on specific literacy practices than others. For example, many COM courses focus explicitly on helping students learn and acquire different kinds of communicative and interpretive practices. Com courses are also likely to focus on one or more of the other practices clusters.

• **Communicative & Interpretive Literacies**
  These literacy practices focus on reading, interpreting, and communicating information through oral, print, & digital media and genres for audiences, both specialized and general.

• **Creative & Problem-Solving Literacies**
  These literacy practices focus on methods for solving complex problems, generating and designing innovative ideas, and creating aesthetically engaging works.

• **Critical & Reflective Literacies**
  These literacy practices include evaluating and contextualizing sources and information, applying various theoretical frameworks to examine and/or evaluate texts, knowledge, and truth claims, and identifying and examining one’s own (and other’s) assumptions, values, and beliefs.
How will this impact you?
These changes should not affect the way that faculty teach their courses. Most faculty already include statements about the purpose of the GURs and indicate the competencies their course addresses. The shift to knowledge and practice literacies simply asks faculty to include the GUR visual with the appropriate clusters highlighted and a brief explanation of how the course speaks to these clusters.

When proposing new or revised GUE courses, faculty will now designate knowledge and practice literacies rather than competencies beginning in 2020–2021.

Proposing new and revised GUR courses in Curriculog (starting in 2020–2021).
• Faculty indicate one of the three knowledge literacy clusters the proposed course fulfills.

• Faculty indicate one to three practice literacy clusters the proposed course addresses and explain how these practice literacies will be evaluated.

• Some Com courses such as English 101, for example, may only focus on practice literacies.

Communicating the purpose of the GURs to students
• Include a reminder of the purpose of the GURs and a statement about how your course contributes to this purpose on your syllabus.

• Include the visual PPT image of the GUR literacies clusters with the appropriate knowledge and practice literacy sections shaded on your syllabus. By including the rosette of literacies, we remind students that GUR courses are part of an integrated cluster of knowledge and practices, not isolated disciplinary silos. We also show their relationship to the major.
Here are some examples of ways that the image might be color-coded:

A GUR course in the quantitative, scientific, & technological knowledge literacies cluster with a focus on one practices cluster: Creative and Problem-Solving Literacies.

A GUR course in the Civic, Ethical and Environmental knowledge literacies cluster with a focus on three practices clusters: Critical & Reflective, Communicative & Interpretive Literacies, and Creative & Problem-Solving.

A GUR course in the Social, Cultural, & Historical knowledge literacies cluster with a focus on two practices clusters: Critical & Reflective and Communicative & Interpretive Literacies.

A GUR COM course with a focus on two practices clusters: Communicative & Interpretive and Critical & Reflective Literacies.
A Proposal from the Committee on Undergraduate Education
for Implementing Improvement to the GURs: Coherence
Prepared for the Academic Coordinating Commission (ACC)
May 30, 2019

Summary of CUE’s Proposal
In response to “Priority 3: Coherence” of the ACC report, “Recommended Improvements to General Education” (See Appendix A), CUE submits the following visual structure and written explanation for making the GURs more coherent and understandable. CUE proposes replacing the current 11 Competencies and reimagining ACC’s proposed 4 Capacities with 6 “Literacies” clusters.

From 11 Competencies to 4 Capacities to 6 Literacies
Beginning in April 2018, CUE began considering how to operationalize ACC’s suggestion to reduce the current 11 competencies to 4 capacities (Communicative, Critical, Creative, and Civic). Initially, many CUE members were stoked about the “idea” of capacities, which suggested a different kind of focus than competencies. When the focus changes from students being “competent” or obtaining a level of “competency” in something to students developing and extending their “capacities” for something, the conversation about learning and assessment changes. Thus, in theory, the GURs should be able to help students enlarge their capacities for learning and doing whatever we ask them to learn and do, no matter what their prior knowledge and experience or their current level of attainment. However, CUE immediately ran into complications when we attempted to turn these ideas into concrete practice and policy. Although CUE tried increasing and re-configuring different versions of the capacities, ultimately, the Committee was unable to find a way to make the four capacities work for either descriptive or assessment purposes for the following reasons:

- The 4 capacities were insufficient to describe the GUR program.
- The 4 capacities were too general to be useful for descriptive purposes. Most courses are designed to enhance students’ communicative, creative, and critical, capacities and many courses focus on civic capacities (defined broadly) as well.
• The 4 capacities provided little assistance for GUR program assessment.
• The 4 capacities did not contribute to making the GURs more coherent and understandable for students (or instructors).

Defining Literacies
After much deliberation over language (competencies, capacities, Leap categories, thing-words versus doing-words), CUE settled on the idea of “Literacies.” Literacy, by definition, is a term that includes both knowledge and ways of knowing and practice and ways of doing which makes it an ideal choice for describing the purpose of Western’s GUR program. Social linguist and literacies scholar, James Paul Gee, offers us a useful definition of literacy as the “control of a secondary Discourse. Secondary Discourses are associated with institutions outside of the primary family unit. (e.g., disciplinary fields, educational, religious, and government institutions, workplaces, and cultures, etc.). Control of a Discourse requires some level of basic knowledge as well as an ability to use or function and operate in the Discourse. When we say “use,” “function,” or “operate,” we do not mean “meet some predetermined bar or level of “competency”; rather, control means that the individual’s knowledge and their ways of saying/doing/acting are sufficient to get them recognized as “knowing” and “doing” some version of the Discourse” by others (both inside and outside of that Discourse).

The GURs, the core of a liberal arts and sciences education, provide students with foundational knowledge and opportunities to develop, integrate, and extend their core capacities in a range of literacies.

Individuals gradually develop these literacies through processes of “learning” and “acquisition/practice.” Learning involves gaining conscious knowledge through direct instruction, explanation, and or analysis/reflection. In contrast, acquisition is a gradual, holistic, and often unconscious process of obtaining skill, facility, and tacit understanding through constant exposure, practice, and trial and error. (Acquisition is sometimes referred by lay people as “learning by doing”). The dominant mode for gaining knowledge of a Discourse is through “learning,” and the dominant mode for developing functional control in a Discourse is through ongoing acquisition and practice.

Several assumptions follow:

• Generally, individuals are better at performing what they have already begun to acquire, but they “know” more about what they have learned.
• Learning may soon be forgotten if it is not preceded, accompanied, and followed by lots of opportunity for further acquisition and practice.
• Mastery of performance requires lots of acquisition.
• Learning facilitates the development of meta-knowledge. The more Discourses that individuals are exposed to and the more literacies they juxtapose and put in conversation with each other, the more meta-knowledge they are likely to develop—both in the Discourses they currently control and the Discourses they are attempting to learn and acquire. Thus, “diversity,” in any form, is never just an “add-on.” It’s a cognitive necessity if we wish to develop meta-knowledge and awareness in students.
The 6 GUR clusters of knowledge and practices literacies, then, do more than simply provide a broad, foundational knowledge base for a liberal arts and science education; ideally, they develop, integrate, and extend students’ core capacities, preparing them to negotiate multiple and changing literacy landscapes in the future.

**About the Literacy Clusters**

These 6 knowledge and practice literacies clusters are not distinct or rigid categories with firm boundaries. They are interconnected parts of a whole. Western’s GUR courses are designed to help students develop, integrate, and extend their core capacities. These three words, “develop,” “integrate,” and “extend,” are important for communicating the purposes of the GURs for a liberal arts and sciences education. Students develop and extend their knowledge by taking a range of courses in all three knowledge literacies clusters and they develop and extend their practice literacies to various degrees in all their GUR courses.

Some knowledge, information, and practice may be new to some students. The GURs help these students begin to develop foundational knowledge and practice. Some students will already have some basic knowledge and familiarity with certain literacies. The GURs help these students extend (or provide more context for) their prior knowledge, begin to develop meta-knowledge, and gradually acquire deeper proficiency through additional practice.

When we suggest that the GURs also serve an “integrative” function, we mean a couple of things. First, in an effort to work against the common misperception that the GURs are simply a distribution list of separate items that students need to complete and check off, we have grouped (or integrated) broad, disciplinary interests and areas into one of three, multi-dimensional knowledge literacies clusters that cross our current GUR categories.

These three knowledge clusters do not overlap in and of themselves (nor are the individual courses within each knowledge cluster necessarily integrated with each other). However, the message we would like to communicate to students is that they (students) can also use the literacy practices that they are acquiring to forge their own connections and linkages within and between literacies in the knowledge domains. We would hope that students come to see the knowledge GURs as clusters of ideas and methodologies that can help them continue to build understandings of themselves and their worlds throughout their lives. So, a second sense of “integrative” refers to the critical and intellectual practices of forming connections and making meaning.

An individual GUR course does not have to address all the literacies in the cluster title. For example, a course in the Social, Cultural, & Historical Literacies cluster might focus more on cultural literacies or social literacies. Some courses might have a historical component, and others might not. A course in the Quantitative, Scientific, & Technological Literacies cluster, may focus on Quantitative literacies, scientific literacies, or some combination of these literacies. An Environmental Studies GIS course might focus on science and technology, for instance. The accompanying set of slides depicts how
Western’s current 6 GUR categories (or 5 if and when the DEJ change is made) fit with these literacies clusters.

**Brief Definitions of Literacies Clusters**

**Core Knowledge Literacies Clusters**

Courses in the 3 knowledge clusters include courses from multiple disciplines that develop and extend content knowledge in three broad areas:

- **Social, Cultural & Historical Literacies**
  
  Typically, courses from the HUM and SSC GURs. This cluster also includes many ACGM and BCGM courses (or soon to be DEJ courses).

  Courses in this cluster focus on the foundational knowledge and aesthetic, theoretical, and methodological approaches for studying the diversity of human experience.

- **Civic, Ethical, & Environmental Literacies**
  
  Typically, courses from SSC, SCI, as well as some HUM GURs. This cluster also includes many ACGM and BCGM courses (or soon to be DEJ courses).

  Courses in this cluster focus on knowledge of humans, their value systems, their organizations and contexts, and/or their place in the natural environment.

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  Typically, courses from the QSR, SCI, and SSC GURs.

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- **Communicative & Interpretive Literacies**
  
  These literacy practices focus on reading, interpreting, and communicating information through oral, print, & digital media and genres for audiences, both specialized and general.

- **Creative & Problem-Solving Literacies**
  
  These literacy practices focus on methods for solving complex problems, generating and designing innovative ideas, and creating aesthetically engaging works.
• **Critical & Reflective Literacies**
  These literacy practices include evaluating and contextualizing sources and information, applying various theoretical frameworks to examine and/or evaluate texts, knowledge, and truth claims, and identifying and examining one’s own (and other’s) assumptions, values, and beliefs.

**Shifting from Competencies to Literacies in existing GUR courses**

In accordance with ACC’s directive to reduce number of competencies, CUE has reconceptualized the current 11 competencies into 3 clusters of Literacies Practices.

• **Communicative & Interpretive Literacies**
  (1) Analyze and communicate ideas effectively in oral, written, and visual forms
  (2) Analyze and interpret information from varied sources, including print and visual media
  (9) Work collaboratively and manage projects to effective completion

• **Creative & Problem-Solving Literacies**
  (3) Use quantitative and scientific reasoning to frame and solve problems
  (4) Identify and analyze complex problems
  (5) Apply tools of technology, with an understanding of their uses and limitations
  (6) Explore, imagine and create

• **Critical & Reflective Literacies**
  (7) Recognize the rights, responsibilities, and privileges of participating in, and contributing as a citizen in, a diverse society
  (8) Understand and evaluate assumptions, values, and beliefs in context of diverse local, national and global communities
  (10) Reflect on one’s own work and on the ethical dimensions of academic pursuits
  (11) Understand and assess the impacts of interactions among the individual, society, and the environment

**Communicating the Purpose of the GURs and Putting the GUR Visual to Work in our Teaching**

In their report, Priority 3 “Coherence,” ACC recommends that faculty teaching GUR courses be expected to briefly explain, at the start of a course or within the syllabus, the place of their course within the larger GUR structure. Communicating the purpose of Western’s GUR program is especially important at this current social and historical moment of rising university costs and uncertain job futures. Students are concerned about the (long term) cost of a college education and, understandably, are looking for ways to limit their expenses now and later. Unfortunately, they often do so by trying to complete as many GURs as possible while they are still in high school or only selecting GURs that they see as having obvious connections to their future majors and careers. In addition, the university is compelled by the State and other governing bodies to accept more coursework and tests for pre-college credit. Still, we should be able to do better at communicating why we believe in the importance of a liberal arts and sciences education, and why we see our GUR program in particular as an important cornerstone for building such an education.
Using the visual image on GUR syllabi and course canvas pages
CUE suggests that faculty teaching GUR courses include the PPT image of the GUR visual with the appropriate GUR knowledge and practice literacy clusters for their specific course color-highlighted. By including the entire image, we remind students that GUR courses are part of an integrated cluster of knowledge and practices, not isolated disciplinary silos. Here are some examples of ways that the image might be color-coded.

A GUR course in the quantitative, scientific, & technological knowledge literacies cluster with a focus on one practices cluster: Creative and Problem-Solving Literacies.

A GUR course in the Social, Cultural, & Historical knowledge literacies cluster with a focus on two practices clusters: Critical & Reflective and Communicative & Interpretive Literacies.

A GUR course in the Civic, Ethical, & Environmental knowledge literacies cluster with a focus on all three practices clusters: Creative & Problem Solving, Critical & Reflective, and Communicative & Interpretive Literacies.

A GUR COM course with a focus on three practices clusters: Communicative & Interpretive, Critical & Reflective, and Creative & Problem-Solving Literacies.
Communicating more detailed descriptions of individual GUR courses to students

CUE encourages departments to create more detailed descriptions of the GUR courses that they offer every quarter and make them available to students prior to registration. Departments might follow the long standing example of the English Department to post course descriptions two weeks before registration begins on its website. These descriptions provide more detail than the catalogue descriptions, often listing the required texts and kinds of assignments students will be doing. While this practice is helpful for all students (including those in the major), it is especially helpful for students who are trying to understand and navigate the many GUR choices they have. See, for example: https://chss.wwu.edu/english/fall-2019-course-descriptions

Proposing New and Revised GUR Courses

Proposers of GUR courses will continue to indicate which of the 6 GURs their course fulfills and how it meets the catalogue description for that category (COM, QSR, HUM, SCI, SSC, ACGM, or BCGM). However, faculty will no longer be required to indicate the competencies that their courses address. **Note:** The 6 GUR areas will change to 5 GUR areas when the new DEJ requirement comes into being.

What will be new on the proposal form:

When revising or proposing GUR courses (except in the case of some COM GUR courses), proposers designate the knowledge literacies cluster that best matches the focus of their course. CUE suggests that faculty are the people best suited to make this designation. In addition, proposers should select at least one of the practices literacies clusters. Some COM GUR courses might be designed to focus exclusively on practice literacies, and therefore would not be required to select a knowledge cluster. Proposers will then be asked to explain how they will assess the specific knowledge and practice literacies that they selected.
Work Still to Be Completed by CUE

*Developing a descriptive list of examples of the kind of knowledge and practices literacies that might be found under each cluster*

This bulleted list would serve as a rough guide for faculty proposing new or revised GUR courses. The list would appear on a pop-up menu on the proposal form.

**Assessing the GUR Program**

CUE plans to develop GUR course evaluation forms to assist with the mandated assessment of Western’s GUR program. Once these forms are developed, piloted, and approved, all faculty teaching GUR courses will administer a separate GUR course evaluation form along with their regular course evaluations. The focus of this evaluation is on the six literacies—not the specific course, not the individual instructor, not the teaching pedagogy. These forms will be for GUR program assessment only.

- These forms will not identify the specific course, only the specific literacies cluster(s) and GUR category. (COM, QST, HUM, SSC, SCI, ACGM/BCGM).
- Students will provide some demographic information such as the quarter that they took the course, their year in school, and whether or not this GUR course was a pre-requisite or requirement for their major.

**Creating a GUR Resource Page Linked to the CUE website**

If all of these new proposals for improving the GURS go forward, it would be helpful to have one place where faculty can find information about the GURs. This site could have information about the purpose of the GURs, the GUR categories, PowerPoint images, the literacies, the writing requirements, the GUR course proposal process, and so on.

**2018-19 Committee on Undergraduate Education**

Donna Qualley, Chair
Adah Barenburg
Rick Bullcroft
Paul Chen
Reid Dorsey-Palmateer
Marissa Johnson
Mark Neff
Gerry Prody
Richard Simon
Steven Vanderstaay
Molly Ware
Courtney Yoshiyama
Sarah Zarrow
Appendix A: 
ACC’s Charge to CUE:

From ACC’s Report, Recommended Improvements to General Education 11-16-16: Priority 3: Coherence

The 2016 General Education Task Force observed that “a coherent set of requirements requires that a system be created, defined by a recognizable logic of sequence and components unified by our goals.” The AACC sees coherence in Western’s general education program as largely a matter of perspective and presentation. (3a) With respect to presentation of the program as a whole, the ACC recommends the further development and dissemination of a clear statement of purpose, as well as written and visual representations of the GUR structure. The ACC further recommends that faculty teaching GUR courses be expected to briefly explain, at the start of a course or within the syllabus, the place of their course in the larger GUR structure. (3b) With respect to general education curriculum, the ACC recommends the ongoing development, at the instance of individual faculty and departments, of thematically linked courses between disciplines, and of coherent sequences of courses within disciplines, including sequences that move from lower-level to upper-level GUR courses. (The ACC prefers that the university provide students with linked courses as an option, rather than a requirement). (3c) Lastly, the ACC recommends a simplification and reduction (to no more than four) of the current eleven GUR competencies.

From ACC’s minutes of 1/23/18: “A motion to recommend Option 2b, “4 capacities: critical capacity; creative capacity; communicative capacity; civic capacity,” and to refer the recommendation to CUE for feedback passed.”
CALL TO ORDER: ACC Chair Sheila Webb called the meeting to order at 4:02 pm, welcoming a total of 17 attendees (roster attached).

Approval of ACC Minutes of 7 January 2020 was postponed until February 4th.

REPORTS AND ANNOUNCEMENTS

Sheila Webb, ACC Chair: The CUE Literacies Clusters Report has been forwarded to the Faculty Senate for consideration in advance of official minutes. Due to inclement weather and snow closures last week, the ACC Executive Committee was unable to meet and did not have an opportunity to discuss issues with and possible revisions of the draft Special Topics Courses Policy. As such, further ACC discussion will be postponed until February 4th.

Adah Barenburg, Associated Students Senate Pro Tempore: The Associated Students participated in Western Lobby Day in Olympia on January 19th and 20th, bussing about 100 students to the state capitol to advocate for various items included in the student legislative agenda.

REVIEW OF CURRICULUM MINUTES

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<tr>
<td>29</td>
<td>Committee on Undergraduate Education (CUE)</td>
<td>12/5/2019</td>
<td>ACCEPTED, with exception of GUR Program Assessment Form and pilot program motion.</td>
<td>L. Ramhorst</td>
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1 ESCI 494 proposal withdrawn by department.
2 ESCI 404 proposed using archived 2018-19 Curriculog form. Rebuilt by Catalog Coordinator using 2020-21 Curriculog form prior to Catalog integration. All faculty approval steps are documented in the original form.
3 CLST 425, GREK 425, and LAT 425: Commissioners observed that the repeatability section of each proposal form needed to be edited to match credit and course description fields prior to Catalog integration.
4 Consideration of GUR Program Assessment Form and proposed one-year pilot program postponed due to lack of necessary appendices in minutes.

REPORTS AND ANNOUNCEMENTS

Steve VanderStaay, Vice Provost for Undergraduate Education: A dual enrollment bill has been proposed that could expand the number of students participating in Running Start and College in the High School programs by paying for such programs and expanding the availability of dual enrollment programs to ninth-grade students. Provisions that would strip universities of their ability to assess who is qualified to teach dual enrollment courses appear to have been removed from current drafts of dual enrollment bills. Assessment data suggests that students with a modest amount of dual enrollment credit see academic
benefits and are more likely to attend college, but the academic benefits are reduced or eliminated when students enter with a large number of dual enrollment credits. The state is currently pushing for students to begin college with as many as 90 credits already completed through dual enrollment programs.

**ACTION ITEMS**

**Addition of accreditation approval step to Curriculog proposal form for new programs:** Following discussion that arose on January 7th during Items from the Floor, regarding the necessity of ensuring that the VPUE’s office has been notified of the necessity of seeking regional accreditation approval for new programs, *Vice Provost for Undergraduate Education* Steve VanderStaay forwarded the following motion:

> “Whereas all new degree programs must be regionally accredited to ensure student eligibility for federal financial aid and Veterans Benefits, I move that an approval step be added to the curriculum change form, requiring VPUE approval of all new degrees, to ensure that accreditation approval can be expected by the proposed start date for the program.”

The motion was seconded, and in discussion, commissioners sought and received clarification that the motion’s intent was the ensure that the VPUE’s Office is notified of the necessity of submitting new programs for regional accreditation, as step that is sometimes missed when new interdisciplinary programs are proposed. The motion passed by unanimous vote.

**Placing Programs in Moratorium Policy/Procedure:** Commissioners reviewed a draft document proposing revisions to the current procedure outlined the ACC Handbook for placing programs in moratorium. A motion was forwarded by Phil Thompson and seconded to revise the section of the ACC Handbook outlining the process of placing program in moratorium as follows:

**PLACING REQUESTING DEGREE PROGRAMS IN MORATORIUM**

A *Moratorium* is defined as a temporary hold or suspension of student admissions to an academic degree program with the intent to restore or cancel the program after a period of 1-3 years.

A moratorium may be requested for a variety of reasons, including low demand for the program, lack of faculty availability to teach core courses, or significant planned program changes related to academic program review. Programs that are being considered for permanent cancellation must be placed into moratorium before they are discontinued.

Placing a program in moratorium alerts students and the Registrar’s Office that the program is not currently accepting applications from new students and allows academic units time to consider the future of the program and complete any necessary transitional planning.

A moratorium may be requested for a period of one year or longer and requests should always include a proposed beginning and ending quarter date. At the end of the period in question, the department must submit a request to lift or extend the moratorium or submit a request for program cancellation.

Placing a program in moratorium does not absolve the department of its responsibility to allow students already admitted to the program to finish within a reasonable timeframe, generally accepted to be a period of three years. It is the responsibility of each academic unit to appropriately notify all affected students, including those who have expressed intent to apply for admission via pre-major processes. If cancellation is being considered, it is important for the department to ensure that all necessary courses in the degree program are offered in a timely manner to ensure that current students can complete their degree requirements.

**Procedures for Requesting a Moratorium**

1. Department determines Program needs to be placed in Moratorium.

2. Department fills out Submit the ACC Curriculog form: Request for Revision or Cancellation of Moratorium in an Academic Program-Major, Minor, Master, Certificate, or Endorsement, [new form]

3. In the “change to” column on the form the Department includes full title of the program copied from the current E-Catalog. No other program requirements details need to be included on the form.

4. After Title of Program the following sample text should be included (as an example): Audiology Minor (in Moratorium):

   This program is not currently accepting new students. For further information contact the Communication Sciences & Disorders Department, Western Washington University, 516 High St., Bellingham, WA 98225-9171, 360-650-3883, department email address.

2. Department chair must approves E-Curriculog form and forwards route to the appropriate Curriculum Committee(s), including TCCC, the Graduate Council, and other departments and colleges for combined or joint offerings, where
applicable, Department and curriculum committees should seek to ensure that all appropriate collegial communication has occurred and is documented in Curriculog.

3. Curriculum Committee approves E-Curriculog form and forwards routes to the ACC and to the Registrar’s Office (and TCCC and Grad Council or other department for combined or joint offerings, where applicable)

4. Moratorium curricular actions are recorded in appropriate Curriculum Committee Minutes and forwarded to ACC for approval. The ACC makes determination regarding approval or disapproval.

5. Upon receipt of notification of approval or disapproval from the ACC, the Faculty Senate office will send an email notification of the approval or disapproval to the college and department responsible for administration of the program. If approved, a copy of the Request for Moratorium in an Academic Program form and approval will be forwarded to the Office of Admissions and to University Communications. The Catalog Coordinator updates the E-catalog accordingly for the effective academic year.

It is recommended that:

- Students be made aware of the need to declare as soon as possible in case programs go into Moratorium.
- Information be made available to transfer students and for spring registration.
- Departments post Moratorium programs on their website in addition to the catalog language.
- Advisors be notified to inform students.
- Departments inform their students via the listserv.
- University Communications be notified.

Any course listed in the Catalog which is not offered for two consecutive years may be dropped from the next Catalog. Departments and Colleges are invited to offer courses which cannot be taught at least once in each two-year period under a “special topics” or similar rubric. Descriptions of such courses may be maintained in the system for ease of reinstatement at a later date.

Commissioners discussed the rationale for the proposed new requirement that programs be placed into moratorium prior to cancellation. The moratorium period serves to notify students of the possibility of a program’s cancellation prior to its disappearance from the Catalog.

The motion passed with ten votes in favor of approval and one abstention. The revised policy and procedure are proposed to go into effect for moratorium requests submitted during 2020-21 for publication in the 2021-22 Catalog. Departments with programs currently in moratorium will be contacted about any necessary action steps.

Discussion of the following scheduled agenda item was postponed until ACC’s meeting of February 4, 2020: draft policy on Special Topics Courses.

Meeting adjourned at 5:07 pm.
<table>
<thead>
<tr>
<th>VOTING ATTENDEES</th>
<th>NON-VOTING ATTENDEES</th>
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<tr>
<td>Faculty</td>
<td>Advisory, non-voting</td>
</tr>
<tr>
<td>1 Sheila Webb, <em>ACC Chair</em></td>
<td>At-Large ~ Journalism</td>
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<td>2 Doug Clark</td>
<td>A ~ Geology</td>
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<td>3 Paul Chen</td>
<td>B ~ Political Science</td>
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<td>4 Joan Hoffman</td>
<td>C ~ MCL</td>
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<td>5 Alex Egner</td>
<td>D ~ Design</td>
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<tr>
<td>6 Phil Thompson</td>
<td>E ~ Economics</td>
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<td>7 John Bower</td>
<td>F ~ Fairhaven</td>
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<td>8 Brooke Love</td>
<td>G ~ Environmental Sciences</td>
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<td>9 TBD</td>
<td>H ~ Woodring</td>
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<tr>
<td>10 Michael Taylor</td>
<td>I ~ Wilson Library</td>
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<td>11 Vacant</td>
<td>Senator</td>
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**Voting Ex Officio (total of one vote)**

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<tr>
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<tr>
<td>12 Brent Carbajal, <em>Provost and VP for Academic Affairs</em></td>
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<tr>
<td>13 Steven VanderStaay, <em>Vice Provost for Undergrad Ed</em></td>
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**Students**

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<tr>
<td>14 Adah Barenburg, <em>AS Senate Pro Tempore</em></td>
<td>P</td>
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<tr>
<td>15 Connor Farrand, <em>AS appointee, Student Senator</em></td>
<td>P</td>
</tr>
<tr>
<td>16 Michael Proska, <em>AS appointee, Student Senator</em></td>
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Voting members in attendance **11**

Non-voting attendees **6**

**TOTAL 17**